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ABSTRACT

This practicum project defined the roles and responsibilities of parent cooperative preschool team members to help parents identify who was responsible for different functions in the co-op preschool. A 10-week intervention strategy was implemented to provide information and support to parents during the first 2 months of the school year. Strategies included development and use of a roles-responsibility survey, three orientation training sessions, and three feedback systems including supervision. The project introduced awareness of roles-responsibilities in a parent co-operative preschool, a format to address them, and a process to continue support. Evaluation results indicated that the project encouraged the class team members--including teacher, parent instructor, and parent coordinator--in their awareness and agreement of roles-responsibilities operating in the class. (Six appendices include the questionnaire, surveys, parent letters, survey results, a calendar for implementation, and samples of training materials. Contains 67 references.) (AP)

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# A TEAM STRATEGY TO GUIDE PARENTS BY CLARIFYING ROLES AND RESPONSIBILITIES OF PARENT COOPERATIVE PRESCHOOL TEAM MEMBERS.

by

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Cohort 5-F

A Practicum Report Presented to the
Master's Program in Life Span Care and Administration
in Partial Fulfillment of the Requirements
for the Degree of Master of Science

NOVA SOUTHEASTERN UNIVERSITY

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Abstract

A team strategy to guide parents by clarifying roles and responsibilities of parent cooperative preschool team members. Slabaugh, Janyne, 1994: Practicum Report, Nova Southeastern University, Masters Program in Life Span Care and Administration. Descriptors: Role-Responsibility / Parent / Teacher / Preschool / Early Childhood Education / Cooperative Education / Parent Participation / Assistant Teacher / Parent Teacher / Staff Role / Role Ambiguity / Role Clarification / Role Conflict / Parent School / Mentors / Team Building / In Service Education / Orientation / Surveys.

Parents enrolled in a community college parent education cooperative preschool were uncertain about roles and responsibilities as they began to help as assistant preschool teachers in the fall. The author developed a 10 week intervention strategy to provide information and support to parents during the first two months of the school year. Strategies included development and use of a roles-responsibility survey, three orientation trainings, and three feedback systems including a buddie program.

The project introduced awareness of roles-responsibilities in a parent co-operative preschool, a format to address them, and process to continue support. The class team (teacher, parent instructor, and parent coordinator) found the project encouraged their awareness and agreement of roles-responsibilities operating in the class. Conclusions and recommendations, training materials, two surveys, and an extensive reference list are included.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

Nov. 28, 1994
Date

Janyne Slabaugh
Signature of Student

## CHAPTER 1

## THE SETTING AND BACKGROUND

The setting is a parent cooperative preschool offered through a community college located in a large metropolitan area of the Pacific Northwest. Within the college's Division of Health and Human Services, the Family Life Education Department (FLED) offers Parent Education classes. Parent Education classes have been offered through the college since it opened in 1967. The Parent Education model for Cooperative Preschools was established in 1938. At that time, programs were housed in the city's public schools. Preschool programs were created around a laboratory approach allowing parents and children to participate in a shared learning experience. It is significant to note that in 1938 parent education was added at parent request to a pre-existing parent-child "play group" structure. In the late sixties, community colleges assumed responsibility for the programs as a part of adult education.

The college offers courses to parents of infants through five year old children. Programs are designed to give parents a partnership in their learning and roles in developing a preschool laboratory experience to share with their children. The programs embody principles of family support while striving to connect families and children going through a similar family developmental phase with their children's ages in common. To better understand the interrelated roles and responsibilities included in the program, this chapter describes the demographics of the area and students, the co-op program, the practicum site, staffing of the co-op, and concludes with the author's role in the setting.

practicum site, staffing of the co-op, and concludes with the author's role in the setting.

## Demographics of the Area and Students

The service area includes an economically diverse population. Within its borders there is a highway corridor which is experiencing high mobility and low income. The boundaries also include strong middle class neighborhoods, affluent upper-middle, and upper class sections. Data from the 1990 census indicates that the area has a range of low-moderate income, defined as less than $30,000 annually for households of four. Within the college boundaries, 15-51% of each census tract is comprised of low-moderate income. There is an increasing mixture of ethnic groups including Asian, American Indian, Hispanic, African American, Russian, and Middle Eastern.

The Community College has encouraged FLED to reach sections of the community not otherwise enrolled in college courses. The characteristics of the families enrolled are varied. A report of the Fall 1993 enrollment indicated that over 700 students were enrolled in FLED programs. Of these approximately 300 were involved in Head Start parent education. Most students are enrolled part-time, are female, and white. Close to one half were new students. The average age of FLED students was 32.2 years.

Educationally, the students reflect a wide spectrum. About a half of the students have a high school education or less. Less than a fourth have a Bachelor's of Art or above. The remaining students have varied post-high school training.

Statistics about family composition indicate that more than half of the FLED students are currently full-time home makers. Eighty-nine are employed full-time and over 200 are employed part-time, seeking employment, or marked "other." Most families, 433, are two parent families. Almost 300 indicated that they are single-parent families or "other." In the FLED programs "other" might be a grandparent, Nanny, or day care provider enrolled in a preschool laboratory with a young child.

Cooperative learning for families with children from infancy to five years of age is one type of program offered through the FLED. In the co-ops, parents study their children's development and behavior at different ages and participate fully in the children's learning experience. The program also offers parents opportunities to meet other parents and take active leadership roles as managers of the cooperative preschool. The co-ops are located in an on-campus laboratory facility and in local public school buildings and churches.

**Description of the Parent Cooperative Program**

Parent cooperative preschools operate in off-campus sites in public school buildings or churches. Classes are offered according to the age of the child the family is enrolling. The adult students share ideas and experiences with approximately 20 other families, participate weekly as a teacher assistant, and attend monthly parent meetings. Children attend two to four mornings or afternoons a week depending on the age and co-op structure.

## Practicum Site

At the practicum site, three classes operate through the cooperative. The two day program, meeting Thursday and Friday mornings, is for children who are two years old. The three day program, designed for three year olds, meets Monday, Tuesday, and Wednesday mornings. Four year old children and parents meet four afternoons a week. While the children attend each day their class meets, the parents attend preschool and assist once a week. They learn with the children and other adults through assisting in the preschool. Parents of the co-op preschool attend monthly meetings which include management of the preschool as a small business and parent education presentations and discussions. A planning board is elected each spring to manage the business of the three classes the co-op operates. Their meetings are in the evening at the preschool site.

Each co-op class has a parent education instructor and a preschool teacher to help direct the learning activities for both adult and child. Parents choose the topics for parent education meetings and assist the teacher in curriculum development. In addition to the monthly parent education class, instructors are available to help individual or smaller groups of families with a common parenting concern. Many instructors use telephone conferences to meet families' individual questions.

The practicum site is in a public elementary school providing kindergarten through third grades. The school is located in a residential area of the suburb. In the elementary school, the district also runs a preschool program for hearing impaired children. Some hearing impaired students interact with the four year old afternoon class during the "free play" time. The FLED and school

district have an arrangement allowing parent co-ops to meet in school district buildings. Each three and four year old class takes two district special education preschool students. The district placed students range in developmental delays but all have been evaluated to be placed in a mainstreamed preschool. District support staff work with the children and preschool teacher in the mainstreamed classroom. Parents of district placed students attend the monthly parent meeting but may choose a district "surrogate parent" to take their weekly assignment as an assistant in the classroom.

The preschool is located in a wing of the school. A large central classroom is used as its main room. An adjacent enclosed hall area is shared with the district hearing impaired preschool and a third grade class. The shared hall area is used for a snack and optional activity area. The co-op also uses an outdoor playground and inside gym space.

## Staffing of Parent Cooperatives

For the purpose of introducing the practicum problem, this chapter concludes with an overview of staffing for the program. Within the FLED parent education programs there are three distinctly different personnel: the parent education instructor, the preschool teacher, and the parent assistant. Each brings a unique perspective to the development of the cooperative learning experience while at the same time contributing to the program's goal of providing support and education for families.

The Preschool Teacher

Teachers are responsible for providing the children's learning experience. This includes creating a safe environment, developing program and structure for the two hour class, and designing effective use of the adult students as assistant teachers. Most parent cooperative preschool teachers have had many years with the preschools and teach more than one preschool class. Many were initially parents in the program with their own children and have early childhood or related areas of training. Because most of the preschool teachers have been with their preschool for multiple years, they also take on the role of being the group historian. They pass on the traditions of the individual program to both incoming parent education instructors and parents.

Last year the college FLED program coordinator organized staff in-service meetings for the preschool teaching staff. Meetings were held monthly and rotated among the preschool sites. The teachers chose and helped develop topics to be discussed at the meetings. The program coordinator facilitated the meetings. Besides giving a format for teachers to revitalize and share experiences, the meetings gave the teachers a person to use as an impartial sounding board and support. The teachers are requested a continuation of the monthly meetings this year.

At the practicum site, one teacher has been hired by the cooperative board to teach all three classes. She has taught the two year old and three year old class for over fourteen years. Last year she also began teaching the four year old class. Additionally, she was once a parent involved in the co-op.

The Parent Education Instructor

Parent Education Instructors' credentials indicate a mixed background of education, training, and experience. The minimum requirement is a BA. in a related field of study. Some parent instructors have attained master's degrees in the related fields of social work, child development, or education. Instructors are hired by the college. The department chair and program coordinator place staff each summer in positions which begin in the fall. It has been a practice to rotate instructors among the sites and programs yearly.

Instructors are responsible for designing a parent education program to meet the interests and needs of families enrolled in their programs. However, involvement of parent education instructors with families can go beyond that of simple instruction. Using the levels of involvement for parent and family educators developed by William Doherty (1993), the instructors work between levels two through four. Level two includes giving information and advice, level three adds relating through feelings and support, and level four combines systematic assessment and planned intervention. Instructors are not trained to work at the fifth level which is family therapy. As a staff, the FLED has agreed to function between the second to fourth involvement levels.

Parent education instructors also work to support the teacher and the use of a developmentally appropriate non-biased program responsive to the ages of the children and diversity of families enrolled in the class. Instructors attend a monthly staff meeting for FLED parent instructors. The staff meetings provide program-wide information to the instructors and in-service opportunities.

Supervision of parent education instructors is minimal. The department head is both the leader and ultimately the supervisor of instructors. Adult students complete a yearly college instructor evaluation in the spring of the year which is reviewed by the Division Chair and Department Head.

While parent education instructors are primarily responsible for the delivery of parent education, they are also responsible for assisting the teacher and children in the program, and advising the co-op planning committee. Because the planning committee functions as the board of directors for the preschools operating in the co-op, it will be referred to as the board.

Responsibilities of the parent education instructor include attending the co-op preschool one morning weekly to interact with children, parents, and preschool teacher. Instructors also attend the monthly preschool board planning meeting to offer information and support the operation of the preschool. At the monthly parent meeting, instructors serve as advisors of the co-op meeting and provide an hour of family life education discussion during the parent education portion of the meeting. Because instructors are a link between the college and the co-op, instructors attend the monthly FLED staff meeting. The position includes providing parent education, serving as a resource for the co-op teacher, acting as an advisor for the board, being a resource for individual parents, and connecting individual programs with the college. Generally speaking, the role of an instructor is to support each cooperative to which they are assigned in whatever ways the parents and teacher need support and guidance. At the practicum site, three parent education instructors are assigned, one to each of the three classes operating through the cooperative.

Adult Students as Assistant Teachers

In most cases the adult student is a child's mother. The parent enters the preschool co-op with varied experiential background and knowledge about child development and needs. In some classes the ratio of adult to child may be as low as one to one while in others it may be as high as one to four. Generally, the older the children, the fewer the adults assisting each day. The adults staff the classroom learning centers and assist children in using the materials or activities the teacher has incorporated into that day's program.

Parents take an active role in managing the preschool. Each family is expected to participate either as a executive board member or a committee chairman of the co-op. The responsibilities vary in intensity allowing parents to choose their level of involvement ranging from being a board member to assisting with supply purchasing. The preschool board hires and manages the teacher for the classes the co-op offers. Parent education instructors are involved in the hiring and supervision of the teacher relative to the functioning of the adult student group. In most cases co-op boards manage the business of the preschool with minimal guidance from the instructor.

In the individual class, the parent coordinator and class treasurer are also volunteer members of the co-op board. The treasurer is responsible for collecting class tuition and gives the funds to the co-op treasurer. The parent coordinator organizes the class parents to operate the classroom. This includes scheduling, recruiting, and orienting parents to function as assistant teachers. The parent coordinator functions as a sounding-board for parent's

classroom concerns and is an integral link between the parents and the teacher and parent education instructor.

### Author's Role in the Setting

This practicum project was conducted by a parent education instructor beginning her second year at the college. The instructor had ten years experience teaching parent education at a neighboring community college prior to coming to the practicum site. The instructor has a BA. in Sociology, taught fifth grade, parented three children through co-op preschool programs, taught in both toddler and pre-toddler preschool labs, and provided parent instruction for parents of children from one year to six years of age. Working as a part-time instructor, she had added classes to her workload as her own family matures.

In addition to experience as a parent education instructor, the author has lead department-wide leadership training for parent members of the co-op boards. Through the state parent educator's conference, she provided workshops for peers on personnel issues in hiring co-op preschool teachers. Most recently, she developed curriculum for a parents of adolescents class.

During the practicum year, the author was reassigned to the three year old co-op at the practicum site. Additional assignments included parent education for two co-ops operating through another community college. Her responsibilities were different at each assignment.

The author's unique blend of experiences and training that provided her with experience with all three roles that interact in the cooperative preschool

program: parent-student, children's lab teacher, and parent education instructor. It has given her insight and empathy to the involvement of the roles and responsibilities in the preschool setting.

## Summary

The practicum setting is a parent cooperative preschool offered as a laboratory experience for families enrolled in a community college parent education course with their three year old child. The preschool functions through a well developed college program. Each preschool is managed by enrolled parents who establish the uniqueness of the individual programs. As a parent education instructor, it is important to note the author's limited role in influencing the practicum program. The author can recommend program suggestions and develop them with support from the teacher and parent coordinator.


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# CHAPTER 2

# THE PROBLEM

## Problem Statement

In the parent cooperative preschool, parents, teachers, and parent education instructors work together as teams to provide a preschool experience for children and a laboratory setting for parent education. Roles and responsibilities within the team overlap and adjust each year with changes in team membership. The parents hire the teacher to provide the preschool program. The college assigns an instructor to act as an advisor to each class and provide parent education. Each spring, the co-op parents elect new members to fill the preschool advisory board. All three, parents, teachers, and instructors, come together in the fall to operate a program for the children and a laboratory setting for the parents.

The problem addressed by the practicum was that in the fall of each year the roles and responsibilities of team members were not clear to parents. Teams did not meet with parents to identify how roles and responsibilities overlap and inter-relate. When programs began in the fall, there was confusion among parents about each team member's roles and responsibilities and whom to go to for clarification. There was no orientation program to identify distinct and overlapping roles and responsibilities. As preschool programs began, there was a need for training to develop and foster a division of labor in order to provide an effective teaching team in the preschool and a strategy to provide on-going support about performance and managing roles-responsibility during the school year.

## Documentation of the Problem

A review of the literature examined material on role ambiguity/confusion, overlapping roles, teacher training, and team building. While research was not found on roles-responsibilities in parent cooperative preschools, information was available about educational, child care, human service, and business settings.

In order to document the problem in the practicum setting, the author conducted an independent survey to document the problem in the parent cooperatives at the college. During spring 1994, the author developed and administered a questionnaire to determine parent and staff understanding of team members' roles and responsibility. (See Appendix 1) The survey contained four sections. The first section measured individual agreement and understanding of responsibilities in the program. The second section asked respondents to indicate understanding of which persons were responsible for a variety of co-op situations. The third section measured whom respondents would choose to go to for clarification about their responsibilities. The fourth section provided demographic information about the respondent including program currently enrolled and years of co-op experience. The final section provided an open-ended structure for respondents to define roles and responsibilities in the program.

During spring quarter, 417 families were enrolled in parent cooperative programs. Instructors reported that they distributed about 400 questionnaires to parents in their programs. Completed questionnaires were collected in each preschool classroom and returned to the author by mid-June.

When the author tabulated results, it was apparent that the questionnaire did not apply to the campus lab programs, instructors, or teachers. Because the campus programs used a different program format, the results of the campus lab parent population, teachers, and instructors were not used to document the problem. Of the 304 families participating in the off-campus co-ops, 78 returned completed questionnaires: a response rate close to one fourth of the total possible to validate results.

The results documented two situations in the college off-campus preschool co-ops. 1. Parents were undecided about their understanding of roles and responsibilities at the beginning of the year. 2. Even after orientation, parents were unsure of their understanding of roles and responsibilities. Parent responses to the first section of the questionnaire indicated that at least one fourth of the respondents were undecided or did not understand their responsibilities in the beginning of the year in both the classroom and for their co-op committee position. (Refer to Table 1, questions 1-3) Responses to question 1 indicated that 20 parents, 26%, indicated they were undecided or did not understand what to do when assisting in the classroom. Responses to question 3 indicated that 30 parents, 41% were undecided or did not understand their responsibilities as a committee chairman for their co-op. After their program's fall orientation, one fourth of the respondents were uncertain or did not understand parent's, teacher's, and parent education instructor's responsibilities. (Refer to Table 1, questions 4-6) Therefore, the survey documented that of the parents responding to the questionnaire, at least one fourth were not clear about responsibilities of co-op team members as they began assisting in the classroom in the fall.

TABLE I

QUESTIONNAIRE SPRING 1994

**Parent attitudes about knowledge of responsibilities**

| Question | Opinion | N | % of Responses |
|---|---|---|---|
| 1. In the beginning of the year, I understood what to do when I assisted in the classroom. | Strongly Agree | 24 | 31 |
| | Agree | 34 | 42 |
| | Undecided | 7 | 9 |
| | Disagree | 11 | 14 |
| | Strongly Disagree | 2 | 3 |
| 2. At the beginning of the school year, I understood my responsibilities for parent meetings. | Strongly Agree | 42 | 54 |
| | Agree | 36 | 46 |
| | Undecided | 5 | 7 |
| | Disagree | 4 | 6 |
| | Strongly Disagree | 2 | 3 |
| | No Answer | 1 | |
| 3. At the beginning of the year, I understood my responsibilities as a committee chairman. | Strongly Agree | 20 | 26 |
| | Agree | 18 | 23 |
| | Undecided | 21 | 29 |
| | Disagree | 6 | 8 |
| | Strongly Disagree | 3 | 4 |
| 4. As a result of the orientation training I understood my responsibilities | Strongly Agree | 21 | 27 |
| | Agree | 35 | 45 |
| | Undecided | 14 | 27 |
| | Disagree | 3 | 4 |
| | Strongly Disagree | 2 | 3 |
| 5. As a result of the orientation training, I understood the teacher's responsibilities. | Strongly Agree | 19 | 24 |
| | Agree | 38 | 49 |
| | Undecided | 16 | 21 |
| | Disagree | 4 | 6 |
| | Strongly Disagree | 2 | 3 |
| 6. As a result of the orientation training, I understood the parent instructor's responsibilities. | Strongly Agree | 18 | 23 |
| | Agree | 38 | 49 |
| | Undecided | 12 | 15 |
| | Disagree | 5 | 7 |
| | Strongly Disagree | 3 | 4 |
| | | 78 Responses | |

In documenting the problem in the co-op, it was critical to reflect on one purpose of the program: to help parents feel confident in their parenting. Parents involved in a team which did not clarify overlapping roles and responsibilities might feel helpless (Kottkamp & Mansfield, 1985; McMullen & Krantz, 1988). Enhancing self-confidence in parental abilities is one purpose of parental involvement in co-op preschools. Helplessness is the opposite. It is an important function of the program to support its goal by creating an environment which increases parent self-confidence.

The questionnaire documented the problem. When asked to reflect back to the beginning of the year, one fourth of the parents were uncertain about roles-responsibilities both before and after orientation. There were overlapping roles in the co-op system and there was no established process for new members to become aware of the overlapping roles-responsibilities. For some parents, this might be confusing.

## Analysis of the Problem

Kahn, Wolfe, Quinn, and Snoek (1964) differentiated between two types of ambiguity: 1.) lack of information about tasks and 2.) "socio-emotional aspects of performance" (Kahn et al., 1964, p. 94) which is a lack of clarity from others about evaluation of one's performance. Lack of information was found to increase tension while having others judge one's performance resulted in reduced trust of associates. Applying this information to the preschool co-op, an ambiguous role setting could undermine the development of trust and confidence in parents. (Kahn et al., 1964; Olk & Friedlander, 1992.)

Ambiguity is common in a variety of workplaces. Literature on roles-responsibilities indicated that lowered self-esteem and learned helplessness resulted when child care employees and teachers experienced depersonalization and emotional exhaustion. Both depersonalization and emotional exhaustion occurred in work situations where there was role ambiguity (Boyd & Pasley, 1989; Starnaman & Miller, 1992; McMullen & Krantz, 1988). Nhundu (1992) found a relationship between role ambiguity and low job performance and satisfaction. A 1992 study of Taiwanese Vice Principals indicated role ambiguity was heightened with inadequate communication, less administrative experience, and rapid organizational growth (Chang & Goldman, 1990). All three conditions were characteristic of the co-op preschool as programs began in the fall. Factors contributing to the problem of role-responsibility confusion were that the preschool operated without clear guidelines and a weak supporting team.

## Guidelines

The lack of clear guidelines, can lead to ambiguity and role confusion. (Nash, 1990; Nhundu, 1992; Quick, 1992; Dyer, 1987; Varney, 1989; and Reddy & Jamisen, 1988). The college did not provide a handbook with a general outline of guidelines for parent co-ops. Each co-op created their own by-laws and parent guide. These were passed down from the previous group, revised when co-op boards had interest and time, and presented to the entire co-op at the first Parent Meeting in September for approval after preschool has begun.

## Team Weaknesses

The review of research and literature indicated several areas contributing to the weakness of the team supporting the parents. The factors included six that

were applicable to the co-op: leadership and supervision, clarification of roles-responsibilities, time to meet and build team relationships, inequality of team members, inadequate communication among members, and multiple roles of members. This chapter concludes with analysis of each factor as it contributes to role-responsibility confusion in the preschool.

1. Leadership and Supervision

Material on team building indicated that leadership and supervision are necessary ingredients for success of high functioning teams (Maddux, 1992; Dyer, 1987; Varney, 1989; Reddy & Jamison, ed., 1988; Quick, 1992). The parent co-op board functions with three parent instructors assigned by the college as advisors. Within the co-op there were different teams functioning with varied supervision and leadership: the co-op board and three class teams. Each year the newly forming co-op board has had an opportunity to begin team building by attending the May board meeting. In early June, the college has provided leadership training for incoming board members. In the past, boards have established their summer planning meetings around the teachers' and parent board members' schedules. It was a common practice for boards to meet in the summer without parent education instructors at the meeting because the parent instructors had not been assigned their fall positions. The instructors did not become active team members in September. Due to their college contract starting in late September, instructors were not required to attend the summer board meeting or orientation. Accordingly, co-op boards and teachers did not involve the instructor(s) in meetings to plan for the beginning of the school. This made team building a continuous process which could have been a problem for co-ops because instructors have been trained to advise co-ops with team building.

At the practicum site there were three classes operating under one co-op board. Individual classes met together before school began and monthly at the parent meeting. In the past, an orientation tea for each class was conducted by the parent coordinator. Last year neither the parent education instructor or teacher attended the tea. Information about the program was shared by the parent coordinator and experienced co-op parents in the class. The teacher conducted a second class orientation at the facility with the instructor assisting.

The class team did not have a structure or one person identified responsible for developing a functioning team. Consequently, as school began, the teacher, instructor, and parent coordinator may have worked independently. Lack of a functioning leadership team in the classroom may have contributed to confusion about whom to approach to clarify understanding of parent's roles and responsibilities.

2. Clarification of Roles-Responsibilities

While the teacher, parent education instructor, and parent coordinator each have had roles and responsibilities to train and advise parents about their roles-responsibilities, there was no framework for them to meet and form their own team-building process. Opportunities for parents to clarify roles-responsibilities were informal and haphazard. Usually, the parent coordinator, teacher, and instructor did not meet together and discuss their mutual roles and responsibilities. More clearly, there was not a current method for individual classes to define or clarify roles and responsibilities unique to that class.

For teams to function at an optimum level, literature suggested that goals, roles, and responsibilities be clarified with the whole team (Nash, 1990; Nhundu, 1992). As mentioned earlier, training in co-ops was random. Parent co-ops did not routinely review and clarify goals, roles, and/or responsibilities with the entire parent group. The by-laws and parent guidelines are given to each member in the fall and approved by the membership at the September parent meeting. Because the use of the meeting time is prioritized by the co-op board and the first meeting has an agenda lengthier than usual, groups did not usually spend much time on clarification. The class parent coordinator may or may not individually follow-up the meeting to explain or clarify what written material was given to parents. The importance of clear roles-responsibilities effecting the parent co-op was summarized by the Management Team of Child Care Information Exchange, "to the extent that there is confusion about roles and responsibilities, energy that could be directed toward working with children and parents will be consumed by anxiety and frustration. ...need know what tasks responsible for, what tasks share responsibility for, and what decisions need to be cleared with someone in authority before going ahead." (1992, p. 6)

3. Time to Meet and Build Relationships

Literature substantiated that newly forming teams need time to get to know one another or build relationships, agree upon goals, definition of roles and responsibilities, and open communication (Maddux, 1992; Mittler, et al., 1986; Reddy & Johnson, 1988; Varney, 1989; Dyer, 1987; Quick, 1992; Spiegle-Mariska & Harper-Whalen, 1991; Council for Exceptional Children, 1989). Finding time to meet has been difficult in the co-op. In the co-op preschool, the board,

teacher, and parent education instructors form one team, while the individual class parents', teacher, and instructor form another. The teacher and instructors meet with the board to form a team. In monthly board meetings there might be some discussion about roles and responsibilities.

The parents met at the end of September at the co-op parent meeting. At monthly parent meetings, a two and a half hour evening was divided among three different meetings: a co-op business meeting run by the board for all parents in the three classes managed by the board, a parent meeting with the individual class allowing the teacher to give information about the children's program, and a parent education class. Typically, the agenda for September and October was overwhelming. These meetings were lengthy and incomplete. Individual classes met at the monthly parent meeting with lengthy agendas to cover in a brief meeting time. The author was not aware of efforts within individual classes to develop a sense of team with pre-planning involving teacher, instructor, and class parent coordinator with the purpose of clarifying class roles-responsibilities.

4. Inequality of Team Members

The inequality of various members of the team can contribute to a weakly functioning team (Spiegle-Mariska & Harper-Whalen, 1991). Nash (1990) documented that problems with team function could occur when members were perceived as inferior by other team members. In the co-op, experience has provided members with information about how the co-op functions. In most classes, the teacher has had the greatest amount of continuity with the program. Parent education instructors have been rotated yearly joining co-ops in late summer. While instructors have had the least group history, they



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could provide a link to the college for support and program philosophy. The parents have included both experienced and inexperienced co-op members. The parent newcomer to the preschool has lacked experience and information about how the preschool functions, placing them in an unequal position.

5. Inadequate Communication

Lack of communication with other members of the team and with the parents in the class also contributed to the problem. Literature indicated the importance of the group process and formal and informal communication for individuals to understand roles (Hartman & Johnson, 1990; Chang & Goldman, 1990; Briggs, 1993; Gutwein, 1988; Council for Exceptional Children, 1989). During the preschool class, parents and teacher supervise the environment, children's activities, and interact with the children. They come with the children and leave with the children. Finding time to brief and debrief parents has been a challenge. Parent education instructors may or may not have schedule flexibility allowing them to come before school begins and/or stay after it is over to brief-debrief with the teacher.

Adding to the communication problems were the varied work days of parents and parent education instructor. The parent coordinator attended preschool one specific day of each week as an assistant teacher. She might have opportunities to communicate with parents working on the same day. Parents assisting on other days would not have routine contact with the parent coordinator. The teacher was the only team member who was constant in the classroom. This could have resulted in the teacher assuming responsibility for communicating group events to other members. Cavenar (1987) found Nursing School Faculty's role/responsibility ambiguity was related to

communication. Those with greater communication in their positions tended to have lower ambiguity. The lowered ambiguity lead to greater job satisfaction.

6. Multiple Roles

Implicit in the discussion of factors was the number of roles-responsibilities within the co-op. Research indicated when there were multiple roles there was opportunity for conflict and ambiguity. (McRobbie. 1990.) In the co-op preschool, parents have had the opportunity of multiple roles: parent, assistant teacher, committee chairman and/or board member, and friend. Potentially, all could cause conflict or ambiguity especially in a system which does not clarify its own roles-responsibilities. McRobbie (1990) differentiated between role taking and role making. Where guidelines were non-existent or unclear there was a greater tendency for workers to become involved in the process of role-making. Research on burnout has indicated a relationship between ambiguity (role-making) and burnout in the workplace (Kottkamp & Mansfield, 1985; Burns & Gmelch, 1992; Galinsky, 1988; Boyd & Pasley, 1989; Manlove, 1994).

The author has observed parents involved in role-making activities in the preschool. Parents lacked clear guidelines about preschool roles-responsibilities. They needed a process to help them clarify their experiences in the program. In other organizations this could have been provided through the structure with a supervisor, principal, or boss. Within the co-op there was not a supervisory feedback structure or strategy of training or on going role-responsibility clarification.

## Summary

Parents entered the co-op preschool needing training to function as assistant teachers and co-op members. At the time, there was no strategy to assist newcomers clarify their roles-responsibilities in the parent cooperative preschool. Literature documented the importance of guidelines and support for trainees to understand their roles-responsibilities to optimize performance. In the practicum site there was a need to give parents guidelines and support as they assume roles-responsibilities within the preschool. The preschool operated under a team giving weak support to parents due to inadequate leadership and supervision, clarification of roles-responsibilities, time to meet and build team relationships, inequality of team members, inadequate communication among members, and multiple roles of members.

Given the setting and documentation of the practicum problem there were a variety of possible solution strategies. The purpose of this practicum project was to use a process to help a parents in the cooperative preschool gain knowledge about roles-responsibilities at the beginning of the school year and suggest a process for on-going clarification about roles-responsibilities. The report now shifts focus to consider the goal and objectives and selection of strategy to meet them.

## CHAPTER 3

## GOALS AND OBJECTIVES

It has been documented that parents entering the preschool co-op were unsure about roles-responsibilities operating in the program. It was further documented that in different employment fields, trainees experience a reduction in role-responsibility ambiguity when given guidelines and support. Therefore, the purpose of this practicum was to define and clarify roles and responsibilities of parent cooperative preschool team members in order to facilitate training of parents to function as assistant teachers in the cooperative preschool.

The goal for this practicum was for parents in the three year old preschool class to be able to identify who was responsible for different functions/tasks in the co-op preschool. Through intervention strategy parents would be able to identify whom to go to if they had confusion about role/responsibilities, to have awareness of overlapping roles/responsibilities of different team members, and to clarify their interpretations of information.

To meet the goal the following objectives were presented for implementation during the ten week practicum.

1. At least one half of those new to the co-op would show a 50% increase in knowledge of the teacher's, parents', and instructor's roles/responsibilities as measured by the co-op roles/responsibility questionnaire.

2. At least one half of those returning to the co-op would show a 25% increase in knowledge of the teacher's, parents', and instructor's roles/responsibilities as measured by the co-op roles/responsibility questionnaire.

3. At the end of the ten week implementation, the author would make recommendations for inclusion of a role-responsibility clarification program structure within the co-op class. The recommendations would be made to the co-op preschool and the community college FLED for consideration for adaptation in other parent involved preschool programs..

The process of reaching the stated goal and objectives is described in the next chapter.

## CHAPTER 4

## SOLUTION STRATEGIES

There are two components of role/responsibility ambiguity which the solution strategy needed to address: 1) lack of information or knowledge and 2) lack of feedback, supervision, and/or social support (Kahn et al., 1964; Olk & Friedlander, 1992). In the absence of research on role ambiguity in co-op preschools, solution strategies and approaches in other settings were reviewed.

### Existing Programs, Models, and Approaches

#### Information

Throughout the State there are 30 Community Colleges and Vocational Technical Institutes (VTIs) that operate programs in their communities similar to the parent cooperative selected for the practicum. All programs operate independently. Of the Community Colleges surrounding the practicum site, four have adopted the use of a handbook for parents. The handbooks give overall information about structure and fit of cooperative preschools into the college system. Some include additional general information to guide parents about what they might expect in a co-op for themselves and their child. At one college handbooks are available for parents enrolled in each of the different children's program levels. While in three other colleges, one handbook is used for all parent education preschool programs. One other near-by college, does not have college prepared material for parents, but developed a packet of information about roles and responsibilities. The packets are used to train co-op board members.

Colleges and VTIs vary in their approach to help individual preschools manage their programs. For some, there is a college-wide training offered for newly elected leaders, officers of the co-op board. Other programs use individual co-op training incorporated into a summer board planning meeting. Training of parents as assistant teachers has been determined by each individual co-op. There has been no guideline or standard to follow. Throughout the state, there are many different approaches to train parents to manage their preschool and function as assistant teachers. None provide documentation, however, about their impact on addressing the problem of role ambiguity-confusion. One can assume, however, that since one key aspect of role ambiguity is the lack of information, the problem impacts these programs.

Material from teacher induction and business management indicate training workshops are used to impart information about roles and responsibility. Lillian Katz (1982) recognized differences between training preschool and elementary school professionals. She observed that there were unique characteristics in what she called "pre-primary teacher education:" namely, role ambiguity and variations in program goals. Research by Olk and Friedlander (1992) addressed the lack of training process to impart information about roles and responsibilities. They found role ambiguity in counseling psychology trainees. They suggested providing role induction for beginning trainees. These program characteristics are also present in the co-op and present a challenge to train parents.

Parents' experience in the classroom also modifies choices of training. Parents entering the co-op preschool program are caught in what Katz (1982) described as "feed-forward" training. In other words, training occurs before

the learner was receptive to the information. She further identified three time periods for teacher education: prospective-before teaching, introspective-during teaching, and retrospective-after teaching. Teachers processed information differently in each setting. Each Fall in the co-op parents enter with a range of co-op experience indicating a similar range of training needs.

Training for working in an early childhood education classroom may require more than a one time orientation. Toole (1980) found that several training sessions over a period of time was an effective way to introduce parent volunteers to preschool classrooms for handicapped children. She spread five workshops over a school year to address training needs of volunteers. Additionally, she reported that there was a process for continued training during the volunteer sessions in the classroom.

Due to the existence of teams within the co-op, the author researched information about team building. It indicated another method of imparting information to newcomers: team building. Team management resources suggested that new teams begin by identifying roles and common goals. (Nash, 1990; Nhundu, 1992; Maddux, 1992; Dyer, 1987; Varney, 1989; Reddy & Jamison, Ed., 1988; Quick, 1992). In a practicum study, Gutwein (1988) found that workshops helped increase child care workers' awareness of teamwork and communication.

Feedback, Support, & Supervision

Meeting the varied training needs for understanding roles and responsibilities of parents involved in the co-op preschool has been a

challenge. Katz (1982) suggested using an advisor approach to train new pre-primary teachers. Others developed her idea to use mentors, not evaluators, to meet regularly with trainees (Kueker & Haensly,1991) or coaches practicing responsible evaluation (Maddux, 1992; Conway, 1991). In one study of teacher burnout, social support from the principal and support from other teachers was instrumental in reducing role conflict and ambiguity (Starnaman & Miller, 1992).

Peers and mentors

Social support for new teachers has been the focus of teacher induction studies using a mentor or coaching approach. Reviews of research about mentors highlighted both benefits and problems for programs using mentors (Grey & Grey, 1985; Stewart, 1992). Problems included the need for time, autonomy, training, collaboration, contrived congeniality, competition and jealousy among others (Lawson, 1992; Kent, 1985; and Wildman, et. al., 1992). Benefits of mentor programs included developing personal reflection (Lawson, 1992; Stanulis, 1994; Reinman & Thies-Spirnthall, 1993), promotion of professionalism through job clarity (Heller & Sindelar, 1991 cited in Stewart, 1992), dealing with unrealistic optimism before teaching experience and reality shock (Huling-Austin, 1992; Jarmin, 1993; Grey & Grey, 1985), helping newcomers clarify roles-responsibilities (Lortie, 1975 and Goldwall, 1983 cited in Grey & Grey 1985; Jarmin & Mackiel, 1993) and providing continuous staff development during the year (Heller & Sindelar, 1991 found in Stewart, 1992).

Grey and Grey (1985) reported research by Fagan and Walter (1982) on first year teachers in a mentor program:

> 74 percent of teacher protégés credited their mentor with helping them gain self-confidence;

40 percent said their mentor helped them learn the technical aspects of their job;

67 percent reported that their mentor listened to their ideas and encouraged their creativity;

51 percent indicated that their advisor helped them better understand the school's administration. (p.38)

Therefore, use of mentors could provide a continuing process for helping new teachers understand roles-responsibilities.

Research noted that in developing a mentor program, both mentors and protégés needed to have information about the mentor process (Kent, 1985; Grey & Grey, 1985). Odel (1990) identified four phases in the mentor process: developing relationships, mutually determining mentor contact, flexible strategy and style, and disengaging at the end of the process (cited in Stewart, 1992). Research indicated that because newcomers were reluctant to initiate contact with mentors, mentors needed to be aware that they were responsible for initiating contact with new teachers (Jarmin & Mackiel, 1993; Lortie, 1975 cited in Grey & Grey, 1985; Glidwall et. al., 1983, cited in Grey & Grey, 1985).

Supervision

The use of supervisors to assess and assist individual worker's reactions to role-responsibility confusion is especially important during initial work experiences. A study by Olk and Friedlander (1992) recommended that one role of a supervisor was to be aware of the potentially damaging impact of counselor trainee's experiences of role conflict and ambiguity. The study found that "across training levels role ambiguity is more prevalent than role conflict. Problems with role ambiguity diminish with increasing experience" (Olk & Friedlander, 1992, p. 393). The study's definitions for role ambiguity

were uncertainty about supervisory expectations and evaluation process. Role conflict was defined to be when expectations of the role of the student opposed the supervisor. The study suggested that supervisors needed to understand their own roles-responsibilities. Because role-responsibility conflict was more problematic for the experienced trainee, discussion about possible conflicts should be postponed until after the trainee's experience allows for a decrease in ambiguity. This suggested postponing discussion about overlapping roles until after co-op parents had experience in the co-op. It further suggested that those in a supervisory position have understanding of their own roles-responsibilities. Therefore, the author proposed that the class team needed to agree on their roles and responsibilities. The information needed to be shared with all parents so that mentors would have similar information to share with the new parents.

Individual and Adult Learning Styles: Suggestions for Inducting Co-op Parents

Introducing parents to their preschool roles/responsibilities is similar to an in-service training for teachers. Literature on teacher induction was replete with the importance of awareness of strategies to enhance adult learning while acknowledging their individual differences. Information from adult learning placed an emphasis on assessing individual parent's needs (Jones, 1992; Curran, 1989; Draves, 1984; and Hoenig, 1990). Katz (1982) and Zeece (1994) developed the concept of developmental stages of child care workers: survival, consolidation, renewal, maturity, and influential. Teachers at the survival stage were generally first year teachers and needed: "1. assurance that what they are feeling or experiencing is not unusual or wrong. 2. Specific, detailed, ongoing information about the job they are going to do. 3. Feedback from colleagues and administrators with assurance that they can and

will survive." (Zeece, 1994, p. 36) Teachers at the consolidation stage survived the survival stage and had one or two years of experience. Their focus moved from managing panic to managing programs and they found work as a team member rewarding. During this stage they needed: "1. continued feedback and reassurance. 2. Encouragement or empowerment to solve their own problems and exchange solutions and ideas with others. 3. More information about individual differences and behavioral management techniques." (Zeece, 1994, p.36) This suggested the importance of feedback for teachers regardless of their experience.

Individual temperament has been another aspect of adult learners to consider when developing training (Zeece, 1994; Keirsey & Bates, 1984). The difference between the rigid and flexible personality type in an ambiguous role was documented by Kahn et al. (1964). They found the flexible worker was other directed and was vulnerable to problems with role conflict when there were many role senders. Furthermore, the flexible personality accepted their environment and if there were problems they placed the blame on themselves. The study identified the rigid personality as the opposite of the flexible personality. The rigid worker reacted with stress to ambiguity and blamed the environment. The key point was that the more flexible worker might be overlooked for assistance with defining their role-responsibility. Because they felt at fault for any work difficulty caused by ambiguity, they did not complain about it. Research suggested encouraging workers to seek help from peers and subordinates, using joint problem solving, and modifying the organization not the individual's response to it (Kahn, et al., 1964; Kottkamp & Mansfield, 1985; & Zeece, 1994).

Differences in cognitive style was another factor to consider in effective staff guidance (Zeece, 1994). His research suggested two major styles. "Reflective thinkers function best in a planned, ordered, and predictable environment" (Zeece, 1994, p. 38). Therefore, "reflective thinkers" might prefer a work setting where responsibilities are clearly defined and known by all. "Impulsive workers respond swiftly to situations...they are cognitive risk takers and are able to brainstorm about immediate solutions...and function best in an environment which provides opportunities for discussion and fosters the notion that there are many right or acceptable ways to do things" (Zeece, 1994, p. 38). A "flexible cognitive style" might help parents adapt to roles-responsibilities in a parent co-op.

## Summary

Role/responsibility ambiguity research in the fields of social work, counseling, and education indicated that ambiguity could be helpful in the workplace. Davis and Sherman (1987) noted that tolerance of ambiguity was an important personality trait for students to have success in social work. Hayes (1990) related the importance of day care worker autonomy to increased interaction with children and worker satisfaction. Meanwhile, Schwab & Iwanicki (1982) documented that while role ambiguity accounted for variances in personal accomplishment, the more autonomy a teacher had was related to a higher level of interaction with children. Because the nature of the co-op encourages autonomy, the author concluded that feedback and interaction with new parents needed to address the influence of individual reaction to ambiguity as Kahn et al., (1964) described. The purpose of this intervention was to 1) help those who have intolerance for ambiguity, while at the same

time, 2) help those who might blame themselves when faced with ambiguity identify the possible responses available to them.

In the author's experiences, role confusion and ambiguity have been issues each fall as school begins. In the parent co-op preschool, parents enter as assistant teachers. The literature review indicated that there was a need to give a framework for parent assistants to function in their work environment and feel successful. Manlove (1994) studied role/responsibility ambiguity in child care workers. She found that where child care workers were involved in social supportive networks, such as teams, there was less ambiguity in terms of exhaustion and depersonalization. This suggested that the presence of teams in the co-op might minimize effects of role/responsibility ambiguity. The literature also indicated that workers thrived when they had control, autonomy, over their actions. In the parent cooperative, there can be tension between the amount of guidelines and autonomy. Considering the variety of backgrounds and individual styles and skill levels with which parents enter as assistant teachers, there was a need to develop an intervention that met the needs of the "trainee" for role-responsibility clarity that was appropriate for their individual training needs. The review of the literature suggested that this could best be done through a team effort with appropriate leadership and supervision.

The choice of strategies was based on what could be accomplished with the three year old co-op preschool during the practicum timeline of ten weeks of implementation. The selection of solution strategies overlapped with the summer break in the preschool program when the class did not meet. Therefore, the solution involved a process of both developing and

implementing strategies to be used to assist in the orientation of parents to understand and clarify roles-responsibilities in the co-op. Because of the cooperative function of the program, the author's role in the project was to be a team member and advisor. The author would suggest strategies and assist the class team in choosing, developing, and implementing the activities.

The calendar of activities began prior to the start of the school program and concluded at the parent meeting in October. Appendix 2 visually displays the inter-related goals and objectives, activities, responsibility, and time frame for the practicum intervention. It was the goal of the author to involve those working together in the class team in the implementation process. Therefore, meetings were arranged as team members schedules allowed.

Because of the process of team decisions, the author's suggestions might not be what the team chose to follow. Therefore, it was critical that project evaluation be built into the schedule. The author proposed to review the direction of the project prior to the beginning of preschool classes (week 3) and at a mid-point prior to the Sept. Parent Meeting (week 5). Within the scheduled plan there were evaluation processes noted with the different leadership teams involved with the practicum.

## CHAPTER 5

## SOLUTION STRATEGY EMPLOYED AND RESULTS

The goal of the practicum was to develop parent knowledge of the roles and responsibilities of the team members in the parent cooperative preschool and an understanding of how they overlap. To that end a process was developed to continue to support clarification of role-responsibility. The literature reviewed recommended that people working together for common goals have knowledge of their roles and responsibilities and how they work towards the goals (Maddux, 1992; Mittler, et al., 1986; Reddy & Johnson, 1988; Varney, 1989; Dyer, 1987; Quick, 1992; Spiegle-Mariska & Harper-Whalen, 1991; Council for Exceptional Children, 1989). Because the cooperative operated as a collective body, the strategy employed principles of team building, adult learning, and individual differences. Because the author's influence was limited to that of part-time advisor, the strategy included developing the procedure with full involvement of the team. The three main components of the strategy were to establish a process to provide guidelines, orientation training, and feedback and support.

### Strategy Employed

#### 1. Guidelines

It has been documented that giving newcomers information can reduce the possibility of role/responsibility ambiguity (Nash, 1990; Nhundu, 1992; Quick, 1992; Dyer, 1987; Varney, 1989; and Reddy & Jamisen, 1988). Therefore, during the practicum written material was developed and given parents. The material defined the program and the roles-responsibilities of participants. Following the principles of team building, the materials were developed through a cooperative effort with other members of the teams. However, due to the

timing of the project, it was not possible to involve the college staff in developing a system-wide handbook.

Within the cooperative, there was interest in written material defining participants' roles-responsibilities. At the April board meeting, after completing the roles-responsibility questionnaire (Appendix I), parent board members said that they would like information to clarify roles-responsibilities. The teacher, board chairman, and in-coming class parent coordinator had interest in creating some type of material to be used at fall orientation. The interest of key participants suggested that a facility-wide handbook could be developed and implemented with orientation. Therefore, the author recommended implementation of a facility handbook.

During week one of the practicum, meetings were held with the teacher, parent coordinator, and instructor (the class team). They agreed on written guidelines to give parents. They reviewed handbooks from other colleges, past orientation materials used in the co-op and other co-ops in the college. They decided what information to use and when to distribute it during the three scheduled orientation meetings. The material included: 1. an overview of the preschool daily schedule and parents' roles/responsibilities, 2. a discription of the learning centers in the preschool and roles/responsibilities for parents, 3. an overview of co-op roles/responsibilities, and 4. an overview of the relationship between the co-op and the FLED. The team agreed on a division of labor to prepare and present materials during the three orientation training sessions. The materials gave parents pre-service information about roles/responsibilities. Samples of the materials can be found in Appendix 3. The outcome of this part of the strategy was the development and use of

guidelines with co-op parents. The training sessions incorporating the guidelines are described in the next section.

2. Orientation Training

The strategy also explored another method to impart information, orientation workshops (Katz, 1982; VanThielem, 1992; Toole, 1980; Gaffuri, 1992; Gutwein, 1988; Gallagher, 1992; Hall, 1993). Orientation has been an opportunity to give parents pre-service training on the roles and responsibilities operating within the co-op. Manlove (1994) found that "social support may buffer the impact of ... work role ambiguity." (p. 53) Her suggestions included team building workshops to "improve communication and coordination among co-workers could also help reduce conflict and ambiguity about work roles." (p. 53) Therefore, co-op orientation could also include a team building process.

In July, the teacher, co-op board, and instructor set three different orientation evenings: the class orientation tea, new parent facility orientation, and all co-op parent training. This was a new format for the co-op. During weeks one through three of the practicum study, meetings were organized with the teacher, parent coordinator, board, and instructors to determine the agenda for the three evening orientations. At the meetings the author shared recommendations and information to support the practicum strategies. Agendas were agreed upon for all three orientations.

1. Class Tea: In the past the parent coordinator conducted the evening with little or no assistance from the teacher or instructor. This year, the board, requested that the teacher attend all teas. The parent coordinator, teacher, and instructor (the class team) met during week one to plan an agenda. At that

time the author presented the practicum strategy. The team agreed to participate with the study and developed a roles/responsibility survey (See Appendix 4). They also decided the content of information about roles and responsibilities to be shared with parents during the evening tea.

In order to assess and give roles/responsibility training to the three year old class, the author first evaluated knowledge and then introduced roles/responsibility information at the tea. (See Appendix 3) Fifteen parents attended the tea, took the pretest, and participated in the orientation training. Two additional parents not at the tea completed the pretest independently. The pretest results are presented in the final section of this chapter and in chart form in Appendix 5 and 6.

2. New Parent Facility Orientation: The teacher, instructors, and co-op board members facilitated this orientation for new parents. Of the 30 parents attending, nine were parents of the practicum class. The format was prepared by the teacher and instructors and included three categories: 1. the instructor's role in the classroom, 2. the teacher's role in the classroom, and 3. the parents role in the classroom with an emphasis on parents role/responsibilities at the children's learning centers. The teacher prepared and distributed a guide for parents working at the learning centers in the classroom: housekeeping, sensory table, block and building area, creative art area, large muscle area, table toys, snack area, movement and music, and circle time. (See Appendix 3) The parents reported that they appreciated the opportunity to learn with other newcomers and listen and ask questions. They also liked the input from the board members about what worked for them in various situations.

3. All co-op orientation: The final orientation evening was planned with the chairperson of the board, the teacher, and instructors. Materials used during the evening are included in Appendix 3. The agenda was modified when two instructors had conflicts with other co-op orientations scheduled on the same evening. One was unable to attend and the second attended the first 40 minutes. The evening included three sections. First the parents gathered for a welcome and general purpose for the meeting. The second part was a 20 minute class meeting. During the practicum class meeting two new parents were introduced, the author presented additional activities to support understanding roles/responsibilities, and parents addressed concerns about separation from their child when school began. During the third part of the evening, there were activities to facilitate orientation to the co-op. Among these was a large group ice breaker activity to allow parents to learn about one another. A second activity was a presentation by the author describing the relationship of the co-op to the college FLED and an overview of roles/responsibilities within the co-op. During the final activity, the parents meet with other parents sharing committee assignments and brainstormed goals and priorities for their committees through the coming year. This activity was in direct response to the board's awareness of the results of the Spring Roles/Responsibility Survey which indicated that more than a fourth of the parents in last years co-ops had not understood their responsibilities as committee chairmen. (Refer to Table 1)

The results of this final orientation were that all parents in the co-op were exposed to information about roles/responsibilities and considered goals and priorities of their preschool committee. Parents indicated that they liked the

format of the meeting and that they learned about the operation of the co-op. At the September parent meeting, the co-op board distributed an evaluation to all co-op parents. (See Appendix 3) Twelve out of sixty parents returned their forms. All indicated they liked the format and additional knowledge before school began. One parent suggested a shorter meeting time.

4. Additional Training: Prior to the September Parent Meeting, the author reviewed the results from the class roles-responsibility survey with the class team. (See Appendix 5 and 6) Roles-responsibilities unclear to the parents were identified. During the September parent meeting the class team presented information to clarify roles-responsibilities identified in the survey.

### 3. Feedback: Social Support

A third strategy evolved from literature's documentation of the importance of feedback for trainees (Nash, 1990; Chang & Goldman, 1990; Kahn et al, 1964). "Supervision in infant/family programs should be recognized as a major training mechanism that both improves program effectiveness and responds to the needs of individual trainees." (Feinichel & Task Advisory Board, 1990, p, 24) Dating back to Kahn et al. (1964) literature connected role clarity to feedback. Therefore, feedback could become a major source of in-service training.

Feedback can be given from three sources: supervisors, peers, and self. Because of the structure of the co-op program there were multiple people who could be considered supervisors: teacher, parent education instructor, board members, parent coordinator, and/or experienced co-op parents. There had

not been a defined process for supervising or giving feedback within the co-op. Therefore, a strategy was recommended to encourage team development and implementation of a process to give feedback to new parents. Literature reviewed suggested that such feedback be given in a coaching method (Katz, 1982; Kueker & Haensly, 1991; Maddux, 1992; Conway, 1991; Starnaman & Miller, 1992).

1. Peer Mentors

Hartman and Johnson (1990) studied role ambiguity and communication structures. They found that "individuals of similar status will tend to share information when faced with uncertainty" (Hartman & Johnson, 1990, p. 132). This suggested the importance of co-op parents having opportunities to talk with one another as peers. Literature also recommended the use of a peers to facilitate role-responsibility feedback and clarification. (Stewart, 1992; Hartman & Johnson, 1990; Lortie, 1975, cited in Grey & Grey 1985; Jarmin & Mackiel, 1993) Starnaman & Miller (1992) specifically reported that teachers needed the support of others sharing similar stress in the classroom (p. 51). In the co-op there has been the framework of monthly parent meetings. The author recommended that at the meetings, the class could develop team building with peer support and discussion of role-responsibility concerns. The author recommended the use of an informal mentor system during the first month of school. The class team would determine the process of matching experienced parents with newcomers. Mentors would be encouraged to contact new parents during the first week of class to interrupt any reality shock the parent might experience during their initial assisting experience (Huling-Austin, 1992).

The teacher and parent coordinator agreed to initiate a buddie system and identified returning parents who might be interested in helping new parents. The author presented the buddie system at the Orientation Tea and circulated a volunteer sign-up. The volunteer list was circulated again at the final orientation during a 20 minute class meeting. By the conclusion of the meeting 18 parents had signed to participate in the buddie system. However, the parents requested a modification: assign buddies who worked on the same day of school. Due to the modification, buddie assignments were given to participating parents their child's first day of school.

Because the literature reviewed had identified problems in mentor relationships, the buddie system was intentionally informal. Its purpose was to allow newcomers a peer to question impressions about roles-responsibilities. Hartman & Johnson (1990) documented that peers could more easily ask questions of another peer. Research suggested that mentors befriend the newcomer and not pass judgment (Kueker & Haensly, 1991; Maddux, 1992; Conway, 1991). Therefore, the author recommended that mentors listen and encourage the newcomer to reflect upon their experience. Active reflection was documented to enhance new teacher's understanding of job role-responsibility (Reinman & Thies-Spirnthall, 1993; Lawson, 1992; Stanulis, 1994). Therefore, the author proposed that by implementing a process to encourage parents to reflect, co-op parents could increase understanding of roles-responsibilities. With buddie assignments, the author gave parents written suggestions about how to use the buddie system. Please refer to Appendix 3 for a sample of information given to buddies.

One to one matches were made for six new parents with returning parents sharing the same work days. In the Wednesday class there were three returning parents and four parents wanting buddies. One of the three returning was a father who was paired with another father working on Mondays. The other two returning buddies each agreed to take two buddies. Adding to the confusion of matching Wednesday buddies, one of the returning parents dropped the class the first week of October. The author re-assigned her two new parents to buddies who worked on Tuesdays.

Research indicated the importance of on-going support and training for the mentor. (Kent, 1985; Lawson, 1992; Wildman, et al., 1992) Due to limited classroom opportunities to give support and training, the author contacted each participant by telephone during weeks seven through eight. The personal contact provided an opportunity for the author to determine individual concerns and training needs of those supporting new parents.

Additionally, before week nine, the author contacted each new participant and informally evaluated the success of the buddie system. Both new and returning parents were unanimous about continuing the buddie system through the year and introducing it again next fall with a new class. Informal evaluation was made at the conclusion of the practicum. The author asked participants individually if the buddie system should be continued. All participants requested a continuation of the buddie system in order to provide on-going clarification of roles-responsibilities during the year.

2. Individual feedback

The literature reviewed presented another feedback: personal feedback from the individual trainee about their understanding of roles-responsibilities (Nhundu, 1992). Literature on individual differences pointed to the different ways adults learn (Jones, 1992; Curran, 1989; Draves, 1984; Hoenig, 1990; Zeece, 1994). In order to meet reflective thinkers needs for opportunities to reflect, the author developed and implemented a self-evaluation feedback tool. (Found in Appendix 3) The author presented it at the final orientation and first day of school. Parents recognized that it could be used by themselves or shared with others to meet their needs for information about roles-responsibilities. The author suggested that parents complete the form after each day they worked in class. Parents had the option of sharing information with their buddie and/or putting the form in the author's folder.

Returned forms were reviewed by the class team and used to develop material for September and October parent meetings. Unfortunately not many forms were returned. One parent consistently used and shared her feedback form throughout the six weeks. Eight other parents used it occasionally during the practicum. An unexpected use of the form occurred when the teacher requested that parents in her four year old class use it to help that class develop parent roles/responsibilities to interact with a district placed child experiencing behavior problems at preschool.

3. Teacher feedback

One of the identified contributors to the practicum problem was the lack of time to communicate with the teacher about her expectations for parents assisting in the classroom. Gallagher (1992) indicated that it was helpful for

teachers to be able to watch their classroom as an observer. She used a substitute teacher to allow the teacher the opportunity to view the classroom in action. The author suggested an extension of this technique in the co-op by creating an opportunity for parents who wanted clarification of their roles-responsibilities, to meet with the teacher for 5-10 minutes to observe and discuss functioning in the class. Both the coordinator and teacher wanted to try it in the classroom. This was accomplished by establishing a time during the class for the meeting when the author was present to supervise the class. It was to be continued on the other two preschool days with assistance from parents.

During the first two days of school one half of the parents came with their child one day and one half came the next day. The author attended the first day of school. During the class both the teacher and she interacted with parents individually and decided not to set a feedback time. On the second and third day of class the instructor was not present to assist trying a feedback time. The following week the teacher and instructor again interacted individually with parents as they wanted clarification about roles/responsibilities. During the instructor's scheduled visit in the third week of school a feedback time was created, parents were encouraged to meet with the teacher if they wished, but no parent chose to meet with the teacher. When the class team met after school, the process was dropped from the strategy. Both teacher and parent coordinator stated that parent questions were being addressed individually. Reflecting on the research, the team accepted Toole's (1980) observation that training occurred while assisting as well as through specific training.

## Evaluation

As indicated in the strategy, an evaluation tool was developed by the class team during weeks one and two of the practicum. (See Appendix 4) The author was responsible for preparing and administering it. Parents took the survey during week two at the orientation tea and at the conclusion of the practicum during the October parent meeting.

The process of developing the survey generated many questions from the three members of the class team and the co-op chairman who elected to join the team. It is important to note that the team agreed on questions and format of the survey. However, it took three weeks for the four to reach consensus to answer the questions for who was most responsible. During weeks three through four, the author scheduled additional meetings with the class team to reach agreement.

By week five, the team had reached agreement on the survey responses to share with the parents at the September parent meeting. The mid-project evaluation was canceled due to a lengthy co-op meeting which limited parent education class time to 20 minutes, the need of 15 minutes to administer the survey, and the priority of sharing the information from the class team. Therefore, during the parent meeting, the author was able to include a brief review of responses to the survey.

### Results: Pre-test

Seventeen parents took the pre-test: 15 attended the tea and two returned surveys they completed at home. Of those completing the survey seven were new parents and ten were returning parents. Results of new and returning

parents were separated in order to establish the criteria for meeting the goal and objectives set forth in chapter three. Of the parents new to the co-op, two indicated that they had previous co-op experience in other community college co-ops. A third new parent had participated in the campus co-op program. One other new parent had been involved in the district developmental preschool program. Parents categorized as returning parents had a range of experience in the co-op from one year to more than five years. One parent was the current chair of the co-op and another had been chair two years ago. Four parents indicated that they were current co-op board members.

New Parent Pre-test Results

Appendix 5 shows the responses of new parents to the survey. The chart groups responses to indicate parents' beliefs of amount of responsibility and category responsible. Reviewing the data, new parents were aware of many of the responsibilities in the co-op. Questions 4, 6, 12, 18, and 24 all received scores of six or more for the category the class team agreed was most responsible. However, there were several questions where less than half the parents indicated knowledge of most responsible category. Questions 2, 8, 9, 10, 15, 16, 17, 19, and 23 all received scores of 3 or less allowing for measurement of the objective of 50% increase in understanding. Table 2 reflects new parents' responses in percentage to illustrate their understanding of the category of most responsible.

Returning Parent Pre-test Results

Results of the pre-test for returning parents are shown in Appendix 6. Most of the results of the 10 returning parents matched the class team's categories. (See Table 3) Exceptions were for questions 3, 9, 20, and 21. Question three asked, "Who is responsible for being a liaison between our class and the co-op

TABLE 2

New Parents Who Took Pre-test Comparison of Agreement of Survey Results for Who is Most Responsible

| Question | Category Responsible | Results in # | | | Results in % | | |
|---|---|---|---|---|---|---|---|
| | | Pre | Post | Change | Pre | Post | Change |
| 1 | T | 4 | 6 | 2 | 58 | 100 | 42 |
| 2 | PC | 3 | 5 | 2 | 43 | 83 | 40 |
| 3. | I | 5 | 3 | -2 | 71 | 50 | -21 |
| | ICC | 1 | 2 | 1 | 12 | 33 | 21 |
| 4. | P | 7 | 6 | -1 | 86 | 100 | 14 |
| 5 | P | 5 | 6 | 1 | 71 | 100 | 29 |
| 6 | T | 6 | 6 | 0 | 86 | 100 | 14 |
| | P | 4 | 3 | -1 | 58 | 50 | -8 |
| 7. | PC | 6 | 4 | -2 | 86 | 67 | -19 |
| 8. | T | 3 | 5 | 2 | 43 | 83 | 40 |
| 9. | T | 2 | 3 | 1 | 29 | 50 | 31 |
| | CB | 2 | 2 | 0 | 29 | 33 | 4 |
| 10 | T | 1 | 4 | 3 | 14 | 67 | 53 |
| 11. | T | 5 | 6 | 1 | 71 | 100 | 29 |
| 12. | T | 7 | 6 | -1 | 100 | 100 | 0 |
| 13. | T | 4 | 5 | 1 | 58 | 83 | 35 |
| 14 | PC | 5 | 6 | 1 | 71 | 100 | 29 |
| 15. | PC | 2 | 5 | 3 | 29 | 83 | 54 |
| 16. | PC | 4 | 3 | -1 | 58 | 50 | -8 |
| 17. | PC | 4 | 3 | -1 | 58 | 50 | -8 |
| 18. | T | 6 | 4 | -2 | 86 | 67 | -19 |
| 19. | P | 1 | 6 | 5 | 14 | 100 | 86 |
| 20. | CB | 5 | 6 | 1 | 71 | 100 | 29 |
| 21 | CB | 4 | 3 | -1 | 58 | 50 | -8 |
| 22. | T | 3 | 5 | 2 | 43 | 83 | 40 |
| 23. | I | 4 | 5 | 1 | 56 | 83 | 27 |
| 24. | P | 6 | 5 | -1 | 86 | 83 | -3 |
| Number of Responses | | 7 | 6 | | 7 | 6 | |

Notes: T=Teacher I=Instructor PC=Parent Coordinator CC=Chair of Co-op
CB=Co-op Board P=Parents ICC=Inter Co-op Council Rep.

TABLE 3

## Returning Parents Agreement of Survey Results for Who is Most Responsible

| Question | Category Responsible | Results in # | | | Results in % | | |
|---|---|---|---|---|---|---|---|
| | | Pre | Post | Change | Pre | Post | Change |
| 1 | T | 9 | 7 | -2 | 90 | 78 | -12 |
| 2 | PC | 10 | 8 | -2 | 100 | 89 | -11 |
| 3. | I | 5 | 5 | 0 | 50 | 56 | 6 |
| | ICC | 2 | 4 | 2 | 20 | 44 | 24 |
| 4. | P | 10 | 9 | -1 | 100 | 100 | 0 |
| 5 | P | 10 | 9 | -1 | 100 | 100 | - |
| 6 | T | 7 | 6 | -1 | 70 | 67 | -3 |
| | P | 4 | 4 | 0 | 40 | 44 | 4 |
| 7. | PC | 8 | 7 | -1 | 80 | 78 | -2 |
| 8. | T | 7 | 6 | -1 | 70 | 67 | -3 |
| 9. | T | 6 | 3 | -3 | 60 | 33 | -30 |
| | CB | 3 | 4 | 1 | 30 | 45 | 12 |
| 10 | T | 9 | 8 | -1 | 90 | 89 | -1 |
| 11. | T | 9 | 9 | 0 | 90 | 100 | 10 |
| 12. | T | 10 | 9 | -1 | 100 | 100 | 0 |
| 13. | T | 10 | 8 | -2 | 100 | 78 | -12 |
| 14 | PC | 9 | 8 | 0 | 90 | 89 | -1 |
| 15. | PC | 7 | 8 | 1 | 70 | 89 | 19 |
| 16. | PC | 7 | 4 | -3 | 70 | 44 | -26 |
| 17. | PC | 7 | 5 | -2 | 70 | 56 | -14 |
| 18. | T | 9 | 8 | -1 | 90 | 89 | -1 |
| 19. | P | 8 | 7 | -1 | 80 | 78 | -2 |
| 20. | CB | 5 | 7 | 2 | 50 | 78 | 28 |
| 21 | CB | 2 | 7 | 5 | 20 | 78 | 58 |
| 22. | T | 5 | 3 | -2 | 50 | 33 | -17 |
| 23. | I | 8 | 7 | -1 | 80 | 78 | -2 |
| 24. | P | 10 | 5 | -5 | 100 | 56 | -46 |
| Number of Responses | | 10 | 9 | | 10 | 9 | |

Notes: T=Teacher I=Instructor PC=Parent Coordinator CC=Chair of Co-op
CB=Co-op Board P=Parents ICC=Inter Co-op Council Rep.

board?" Five parents indicated the instructor and 2 parents indicated the Inter Co-op Council Representative (ICC Rep.). The class team indicated the instructor and the ICC Rep shared responsibility. Question nine asked, "Who is responsible for establishing the preschool's calendar?" Returning parents marked six times that the teacher was most responsible and three times that the board was most responsible. The class team had agreed that the board had the most responsibility to set the preschool calendar. The author and class team reviewed the results of the pre-test and decided that the question had two interpretations: preschool daily activity calendar and preschool yearly calendar. Therefore two answers were possible.

Questions 20 and 21 reflected the confusion of the class team, about who had the most responsibility to hire and supervise the teacher. According the co-op by-laws, the Chair was responsible for appointing a personnel committee to hire and supervise the teacher. Therefore interpretations ranged among the Chair, the Board, and the Personnel Committee.

The class team rated the teacher to be most responsible for question 22, "Who is responsible to relay information regarding children's behavior to the next assisting teachers?" Review of the returning parent responses indicated confusion in answering the question because the phrase "next assisting teachers" was not defined in terms of the next school day.

Results of Post-test

Seventeen parents completed the post test. The final survey was administered during the October parent meeting. There were variations in the sample and method of the post test. Thirteen parents were present and completed the

survey. The author mailed six surveys to parents not present at the meeting. Four were returned. In all, nine returning parents and eight new parents returned the survey. The parent group had changed during the practicum, one returning parent left the program and was not available to take the survey. Additionally, in one family, the mother attended the tea and completed the pre test and the father attended the October meeting and completed the post test. For new parent post test results, two surveys indicated the parent did not participate in the pre-test. In order to show change from the pre-test, the two results are not reported for comparison in Table 2.

Results: New Parents Post Test

New parents' post-test responses are shown in Appendix 5. Chapter Three stated a measurable objective for new parents' understanding of roles-responsibilities to increase by 50%. Comparing both before and after responses in Table 2, there are three questions that indicate the criteria was met: questions 10, 15, and 19 all showed an increase of three or more responses for those with most responsibility. The table also indicates gains of 25% or more for understanding of questions 1, 2, 5, 8, 9, 10, 11, 14, 15, 19, 20, 22, and 23. In question 30, parents assessed their own understanding of roles-responsibilities in the co-op. Table 4 shows their responses.

Table 4: New Parent Agreement with: "I understand how roles-responsibilities inter-relate in the parent co-operative preschool."

| | Level of Agreement | | |
|---|---|---|---|
| | Strongly Agree | Agree | Undecided |
| Pre-test (N=7) | 1 | 5 | 1 |
| Post Test (N=6) | 1 | 4 | 1 |

One new parent added the comment, "I have better understanding, but there is still more to learn."

Appendix 5 indicates the new parents shifts in responses. An increase of awareness of teacher responsibilities was reflected in questions 1, 8, 10, ll, 13, 17, and 22. Question 19 reflected less teacher responsibility and more parent responsibility. Question 18 indicated a shift of two responses from the teacher to the instructor to be the most responsible. The class team had agreed that she was secondary to the teacher. Questions reflecting an increase in awareness of amount of instructor responsibility included: 1, 7, 13, 15, 17, 18, and 23. Question 3 showed a shift to include the ICC Rep. Responses reflecting awareness and amount of responsibility of the parent coordinator included: 2, 6, 8, 10, 11. 14, 15, and 17. Number 7 indicated a contradictory shift from the parent coordinator to the instructor to help parents learn roles and responsibilities in the co-op. Perhaps the instructor's involvement with training parents at orientations and parent meetings caused this shift. Shifts in awareness of co-op chair's responsibilities were reflected in questions 2, 11, 15, 16, and 21, and for the co-op board in question 20. Awareness of parental responsibilities was shown in responses to questions 4, 5, 6, and 19.

Overall, new parent responses indicated a shift towards the teams categories for responsibility. In 15 questions, the responses shifted towards the team's, while in three other questions, responses shifted away from the team's. The remaining eight questions indicated no change.

Results: Returning Parents Post Test

Appendix 6 shows the results of the post test for returning parents. The objective established in Chapter Three was to attain a 25% increase in understanding for returning parents. Appendix 6 depicts the shift in responses between the pre test (before) and post test (after). Table 3 shows percentage of response to most responsible. The objective of a 25% increase in knowledge was met in questions 3, 20, and 21. Responses to question 24 indicate the influence of parents needing information to work with a district placed child whose parent did not assist in the class. In this situation, the parent coordinator and teacher had taken the responsibility of relaying information from the district physical and occupational therapists to guide parents assisting the child. Question 7 indicated increased awareness of board responsibility in orientation. Question 9 indicated the parents recognized the two calendars, the class activity calendar and the yearly co-op calendar. The board was responsible for the yearly calendar and the teacher was responsible for the monthly activity calendar. Question 16 also indicated a shift away from the responsible category. The team is aware that parents are unsure who is their liaison with the instructor indicating a need for further class discussion.

Table 5 shows returning parents self-assessment of their understanding of roles-responsibilities.

Table 5: Returning Parents' Agreement to "I understand how roles-responsibilities inter-relate in the parent co-op preschool."

| | Level of Agreement | |
|---|---|---|
| | Strongly Agree | Agree |
| Pre-Test (N=10) | 6 | 4 |
| Post Test (N=9) | 4 | 5 |

The results indicate that between Week 2 to Week 10 of the project, returning parents felt less strong about their agreement. Perhaps through the orientation and buddie process they had become aware of changes in roles-responsibilities from their previous experiences in the co-op.

Appendix 6 indicates shifts in responses of returning parents. Questions indicating a shift in awareness of teachers amount of responsibility are depicted in questions 7, 9, 19, and 24. One contradictory shift is shown in questions 16. Responses indicated 23% more parents gave the teacher the most responsibility for being a liaison between parents and instructor and only 19% gave the responsibility to the parent coordinator. Shifts in awareness of instructor's responsibilities are found in questions 6, 12, 14, 15, 18, and 21. Parent Coordinator responsibility shifts are reflected in questions 16, 17, 18, and 24 and for the Chair in questions 3 and 20. The responses for questions 1, 7, 8, 9, 17, 20, and 21 involved the board's responsibilities. The increase of responses for the board in question 7 may reflect returning parents noting the involvement of the board in this year's orientations. Parents also gave some responsibility to the board for question 18 indicating awareness of the risk management board position. The category of parent responsibility reflected shifts in questions 10, 12, 19, 20, 21, 22, and 24. Questions 12 and 24 reflect a shift away from parental responsibilities that the class team wanted to encourage. Other shifts in responses were increased reference to the ICC Rep (Question 3), the curriculum committee (Question 11), and observers of accidents (Question 19).

Table 3 indicates the greatest change in responses was for questions 21 and 24. Returning parents reduced the instructor's responsibility for supervising the teacher and increased the board's. A shift of five responses in question 24 gave more responsibility to the teacher and parent coordinator. Because the class team had chosen parents to be the most responsible, this shift did not follow the information shared with the co-op. It would appear that returning parents were influenced by needing information about the district placed child. This was also noted for the new parent response to question 24.

Unlike the results for new parents, the returning parent results indicate that five questions reflected a positive shift and seven questions indicated a negative shift in agreement with the team's definition of roles-responsibilities. This raises questions about the implication of the project for returning parents.

## Summary of Results

The ten week practicum study results included:

1. Creation of a process to give parents knowledge about roles and responsibilities and employment of the process.
2. Development and implementation of three orientations with training materials.
3. Instating a feedback process including
    a. a buddie system which the parents chose to continue at the conclusion of the practicum study.
    b. a self-reflection system which the team chose to continue.
    c. a teacher discussion time which was implemented but discontinued in lieu of informal training.

4. The development of an evaluation tool

    a. administered as a pre test with results reported (Appendices 5 and 6).

    b. administered as a post test with results reported (Appendices 5 and 6).

    c. objectives of Chapter Three applied to results of returning and new parents and portrayed in Tables 2 and 3.

5. Meetings with the FLED to share information about practicum.

    a. up-date FLED chair and coordinator

    b. discussion during October and November staff meetings

    c. recommendations from study to be shared at December staff meeting.

# CHAPTER 6

# IMPLICATIONS AND RECOMMENDATIONS

## Implications

The 10 week project helped the practicum site confront the problem of introducing parents with different training needs into the co-op but did not meet the objectives defined in Chapter Three: 50% increase in awareness for new parents and 25% increase in awareness for returning parents. Reviewing the differences in pre and post intervention responses indicated that new parents had a positive shift in their answers on 15 questions, more than one half of the survey. Conversely, there were three questions indicating a reverse in responses. The results for the returning parents raise question of the effect of the project. Their responses to seven questions were a reversal from the class teams'.

Factors contributing to the objectives not being met include the following. 1. The co-op chair is a parent in the three year old class and friend to many parents. Parent responses may indicate her responsiveness and availability to take on responsibilities. 2. Two questions had two interpretations and parents responded accordingly. 3. New parents entered with more knowledge about the program's roles and responsibilities than anticipated. 4. Changes in parent responses indicated awareness of the individual strengths of the class team members. For example, parents responses for who was a liaison between parents and the instructor implied they perceived the teacher had more influence than the parent coordinator. 5. Finally, the results indicate the changing nature of the co-op: for example the need for information about the

district place child. The adaptability allowed the structure to change to meet the needs of the co-op.

Even though the objectives were not met, the project did have an impact. One affect of the project was to increase awareness of roles-responsibilities within the three year old preschool. The awareness had implications for the class team's interaction: the team met regularly and discussed roles-responsibilities in the co-op class. However, the awareness also affected the entire co-op because the teacher implemented practices in her two other classes and the co-op orientation training evening. Because of increased awareness of roles and responsibilities the class team, teacher and board adjusted the orientation processes to meet individual parent's training needs. Throughout the project the co-op chair was especially interested in the process. She was looking for information to assist parents' understanding of their commitment to the co-op besides assisting in the classroom. The project gave her information to share with the board.

The project has implications for the choice of process to introduce parents to the program. First, through awareness of individual parent's needs for information, more than one method of training was employed. Second, the project heightened awareness of on-going training and support for parents in clarifying roles-responsibilities. For example, the returning parents' post test responses for responsibility of information about the district placed student implied their need for information form an available resource.

The pre-test survey results for new parents indicated that many of the parents already had knowledge of roles-responsibilities in the co-op. (Refer to Table 2

and Appendix 5) This implied that registration process and/or summer contact with the co-op provided another source of information.

The heightened awareness and interest of the class team about roles-responsibilities implied a need to continue discussing roles-responsibilities. The team was aware that their own answers for the survey changed after the initial weeks of the program. For example, the team's response to "Who is responsible to train parents about the co-op?" changed once the initial orientation process was completed. In a setting with changing responsibilities a format to address changes would assure all parents had similar information. A second inference for the class team was to continue developing a process for members to connect with one another to support learning about responsibilities: for example, the buddie system and the class team meetings prior to school to discuss roles-responsibilities of the team members. A third implication was the opportunity to compare assumptions with others. This implied that returning parents had an opportunity to raise their awareness of changes in roles-responsibilities in this year's program from their previous experiences.

The class team agreed that the greatest implication of the project was encouraging the development of the class team. In prior years, there had not been a effort for team discussion of how the team members inter-acted or identified their roles-responsibilities. Furthermore, the members had not met prior to school. The project encouraged routine meetings during the weeks prior and immediately following the start of school.

There are implications for the preschool with the co-op recognizing that parents enter the program as individuals with different training needs. This fall, a new orientation approach was tried with success. However, paid staff, board members, and parents were involved differently in the orientation than in the past. A question to be answered is if parents will volunteer for board positions next year if they perceive the positions require more time? This question can not be answered at this time. Another implication involves the scheduling of the start of preschool. During discussion with the FLED staff, a suggestion was made to accommodate the scheduling conflicts for FLED instructors with current co-op planning and orientation sessions scheduled before instructors contracts begin. One consideration is to have co-op orientation and safety trainings scheduled during September and the children's programs begin in October. This would align parent education more to the college's time line.

Parents appreciated the knowledge and processes made available through the study. The implications are that the board will refine this year's training approach for next fall's orientation process.

Other questions concern the interaction of different parts of the project. For example, a future project might document the effects of feedback separate from knowledge-information. Questions to consider include what influence the buddie system had on the category of parent responsibility in the training of new parents and what influence the instructor may have had in being more active in addressing roles-responsibilities in the co-op.

A final implication was the need to prioritize additional class team meeting times to reach consensus about roles-responsibilities. The author needed to calendar more than one week to schedule team meetings to reach consensus and not conflict with end of summer vacation schedules of the team members.

## Recommendations

1. This was a very ambitions project for the preschool during the first part of the year when there were many different aspects of the program to monitor. It heightened awareness of the need of additional support to monitor the process during class days the instructor was not present.

2. The assumption was made that the project would have the greatest impact on new parents. The survey was helpful to increase awareness of both new and returning parents. Continued use of some type of self-assessment tool prior to school opening in the fall would help parents identify how the new class team has agreed to share roles-responsibilities.

3. Because of the knowledge new parents demonstrated in the pre-survey results, a recommendation is to consider the information parents receive when they register in the spring and during summer contact with the parent coordinator. This project did not incorporate such sources of information.

4. There was a lag in the follow-up of feedback about the initial pre-test: four weeks between the class tea and September parent meeting. It would have been helpful for the team to reach consensus on the responses prior to administering the pre-test. A recommendation is to consider methods to give

more immediate feedback. Some suggestions are to review the survey at the tea or have parents score their own responses at the tea.

5. The buddie system was successful and the team recommended it continued. A recommendation from this study is to assign buddies before the first day of school to allow parents opportunity to contact their buddie on or before the first day of school. A question to consider concerns the follow-up process of buddies: now that the practicum study has ended, who's responsible? At the site, the author plans to monitor it for the remainder of the year with continued input from the class team and parents.

6. The attempt for the teacher to give feedback to parents was not successful in this project. However, it remains a recommendation for clarifying roles-responsibilities. If it were attempted another year, it is a process that might be best attempted during the first two weeks of the program with identified daily support persons in each day's classes to relieve the teacher. This part of the project was over-shadowed with other priorities, indicating that its future success relates to being more highly prioritized by the class team.

7. Implicit in the recommendations is the need to develop a yearly process to draw the class team together and discuss their roles-responsibilities. This is in agreement with team building theory. Scheduling more than one meeting would compensate for the lack of time this team experienced when discussing roles and responsibilities during week one of the practicum. The additional meeting time would allow the team to reach consensus about roles-responsibilities prior to the first orientation.

8. Training and discussion is an on-going process, not just at fall orientation. The results of the roles-responsibility survey indicate that roles-responsibilities change as the classes experience different situations. Therefore, a recommendation is to include a monthly review process with the class team and parents. Within the co-op structure this could be accomplished during monthly parent meetings.

9. Involve the college in the conversation about roles-responsibilities. The author will share the responsiveness of the class team and board to the processes of the project. The co-op board and teacher at the practicum site want general guidelines from the college that could be given to all incoming parents. Guidelines might be presented in the form of a parent handbook including the role-responsibilities of the college and instructor. Two questions to raise with the FLED are "What is the instructor's role as advisor to assist the development of the class team?" and "What is the instructor's role to assist with team building of the board?" More extensive recommendations center around adjusting the preschool calendars to accommodate team building activities, orientation, and safety trainings.

10. Continue to adapt the orientation processes to identify and meet the different individual training needs of parents to understand roles-responsibilities.

11. Future projects might consider narrowing their scope. For example, individual projects on the effect of raising awareness of roles-responsibilities, a buddie system, or an orientation process would demonstrate the individual effectiveness of each intervention.

12. Continue the involvement of the board and chairman in the all the trainings.

13. The author will conduct a follow-up survey at the end of the year to compare parents' attitudes about their knowledge of roles-responsibilities to the results in Table 1, last spring's evaluation of the problem. This would document if the trainings and processes had an impact. Secondly, if parents are reluctant to become involved with the board next year, a recommendation is to determine if it is due to increased awareness of roles-responsibilities generated from this project.

## Summary

Literature indicated that while clear guidelines enhance performance, individuals need to have flexibility in determining their own way of working. Therefore, it was important for the program to develop guidelines that allow for individual creativity in meeting their roles-responsibilities. Through the adoption of the strategies, the co-op gave parents guidelines and an on-going structure to clarify roles-responsibilities in order to fully participate as assistant teachers in the classroom. It is the author's hope that the results of the practicum project will serve as a basis for recommendations to clarify roles-responsibilities in the parent co-op preschool system.

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## APPENDIX 1

Questionnaire and Cover Letter

April, 1994

Dear Edmonds Community College Parent,

As some of you might know, I am a FLED instructor working with a three-day coop and Head Start Parents. This is my first year working at Edmonds Community College. I am currently working to complete a Masters in Family Support Studies.

I need your assistance in documenting perceptions of roles and responsibilities in the preschool/laboratory programs. **Could you take fifteen minutes and complete the attached questionnaire?** Your responses will help determine the next step which may be a project to help the start of programs in the Fall. If you are interested, I will be happy to share the results of this study.

Please be assured that all responses will be anonymous. **Please do not write your name on the questionnaire.**

Use the attached envelope to return the questionnaire and answer sheet. Your Parent Education Instructor will distribute forms to all parents interested in helping with this project. They will post an envelope in your classroom to collect your finished questionnaires and return to me at our May 13th staff meeting.

If you have any questions about the survey please do not hesitate to call me at home, 206-579-1749, or leave a message at the college, 640-1604, and I'll return your call.

I appreciate your help with my project.

Sincerely,

Janyne Slabaugh
Parent Instructor,
Edmonds Community College

EDMONDS COMMUNITY COLLEGE
PARENT EDUCATION PROGRAM
ROLES AND RESPONSIBILITIES SURVEY

Mark your responses in the blank next to each number. Use the scale below to make your ratings. Write any additional comments you would like to make on this questionnaire.

Please indicate your agreement to the following questions using the following scale:

| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|---|---|---|---|---|
| A | B | C | D | E |

___1. In the beginning of the year, I understood what to do when I assisted in the classroom.

___2. At the beginning of the school year, I understood my responsibilities for parent meetings.

___3. At the beginning of the year, I understood my responsibilities as a committee chairman.

___4. As a result of the orientation training, I understood my responsibilities.

___5. As a result of the orientation training, I understood the teacher's responsibilities.

___6. As a result of the orientation training, I understood the parent instructor's responsibilities.

___7. I am comfortable making suggestions to change things about our preschool.

___8. I know who to go to if I have a suggestion for a change at our preschool.

___9. There are opportunities at our preschool for me to make suggestions to improve the program.

___10. I am pleased with how parents, teachers, and parent instructors work together to help children and families in the preschool.

Please mark who you believe is responsible for the following.
<u>You can mark more than one response for each question.</u>
A - Preschool Teacher B - Parent Instructor C - Other Parent(s)
D - Other (mark "D" on answer sheet and please identify on this sheet) or E - No one

| (Who is responsible for:) | <u>Other</u> |
|---|---|
| ___11. Answering questions at beginning of the year about the preschool routine. | _____ |
| ___12. Training parents to function as assistant teachers. | _____ |
| ___13. Instructing parents on appropriate behavior and interaction with children in the classroom. | _____ |
| ___14. Acting as a resource for parents. | _____ |
| ___15. Acting as a resource for teachers. | _____ |
| ___16. Offering suggestions for improving class functioning. | _____ |
| ___17. Instructing parents in child development. | _____ |
| ___18. Communicating calendar schedule changes. | _____ |
| ___19. Providing activities for preschool classroom. | _____ |
| ___20. Developing a positive atmosphere in the classroom. | _____ |
| ___21. Assisting parents in their efforts to provide a co-op preschool program of high quality for their children. | _____ |
| ___22. Working with the teacher in developing and defining the children's program. | _____ |

___23. Serving as a liaison between the group and Edmonds Community College. _____

___24. Helping the adult group function smoothly, promoting good communication among parents. _____

___25. Helping the group utilize the skills of the adult members. _____

___26. Teaching the children. _____

___27. Deciding the curriculum and schedule. _____

___28. Teaching the assistant teachers classroom philosophy of working with children. _____

___29. Observing the growth and progress of the children individually and as a group. _____

___30. Offering all members the opportunity to discuss their children's progress._____

___31. Helping explore options to any personal or family problems parents wish to discuss. _____

___32. Maintaining high standards of confidentiality. _____

___33. Helping parents recognize positive attitudes in others. _____

___34. Connecting individual programs to the college Family Life Education Department._____

___35. Communicating the relationship of the college to the preschool program. _____

___36. Helping preschool teachers define their responsibilities. _____

For the next six questions, please indicate who you would go to if you were confused about your responsibilities. You can mark more than one response for each question.
A - Preschool Teacher B - Parent Instructor C - Other Parent(s)
D - Other (mark "D" and identify on this sheet) or E - No one

Who would you go to if you were confused about your responsibilities?

___37. ... at school _____

___38. ...with other parents in the program _____

___39. ...with parent instructor _____

___40. ...with children's teacher _____

___41. ...disciplining your children during preschool _____

___42. ...with other parents' children during preschool _____

Please circle which item applies to you.
43. Number of years you have been involved with Edmonds Community College Family Life Education programs.
A - first year, B - 1-2 years, C - 2-3 years, D - 3-4 years, E - 5 or more years.

44. What class are you in now? If you are in more than one, circle all you are in.
A - on campus laboratory
B - 2-day off-campus
C - 3-day off-campus
D - 4-day off campus
E - other (please indicate what)_____

For the following three questions, please use the space provided on this questionnaire to answer two or three examples.

45. What are parents' responsibilities
in the classroom?

in co-op business meetings?

in parent education sessions?

other?

46. What are the children's teacher's responsibilities
in the classroom?

in coop business meetings?

in parent education sessions?

other?

47. What are the parent instructor's responsibilities
in the classroom?

in coop business sessions?

in parent education sessions?

other?

*Thank you for taking time to complete this survey.*

TABLES OF ROLES/RESPONSIBILITY

# APPENDIX 2:

# CALENDAR OF
# 10 WEEK IMPLEMENTATION

## 10 WEEK CALENDAR

| OBJECTIVE: To increase knowledge of roles-responsibilities<br><br>STRATEGY: | ACTIVITIES: Planned or (changed) | OUTCOME: Planned or (changed) | PERSON RESPONSIBLE | TIME FRAME (changed) |
|---|---|---|---|---|
| 1. Using a team approach, identify roles & responsibilities. | | | | |
| a. meet with class team: (teacher, parent coordinator, & instructor) | 1. select material to include in a handbook to give to co-op participants. | 1. handbook prepared and<br>2. distributed to participants. | author, & teacher | Week 1<br>Week 2-3 |
| | 2. decide on content and format for class orientation | 1. conduct a class orientation. | class team<br><br>author | Week 1-2 |
| | 3. identify parent awareness of roles-respon. | 1. develop role-responsibility<br>a. survey and<br>b. list of responsibilities<br>2. administer survey at three time periods:<br>a. pre-service<br>(b. in-service: omitted)<br>c. at end of project<br>3. distribute list after pre-service survey | | Week 1 (added into weeks 2-3)<br><br>a. Week 3-4 (week 2)<br>b. (Week 6 omited)<br>c. Week 10<br><br>Week 3-4 (Week 2) |

| OBJECTIVE & STRATEGY: | ACTIVITIES | OUTCOME | PERSON RESPONSIBLE | TIME FRAME |
|---|---|---|---|---|
| (meet with class team) | 4. decide on use of mentors<br>-implementation strategy<br>-establish evaluation "<br>and trail time-line | 1. introduce process at orientation.<br>(1 a. assigned buddies)<br>2. evaluate mentor use<br>- (Sept. Parent Meeting. Omitted)<br>-(individual phone contact with parents: added)<br>- at end of project | d. class team (author)<br><br><br><br>(author) | Week 1-2<br>(Week 3)<br><br>(Week 6 omitted)<br><br>Weeks 7-8<br>Week 10 |
| | 5. development and implementation of a self-evaluation tool | 1. train parents in use of self-evaluation tool.<br>2. parents use tool<br>3. evaluate use of tool<br>a. by class team<br>b. by parents<br>-at mid-point of project<br>-at ten weeks | author & class team | Weeks 1-3<br>Weeks 4-10<br><br>Weeks 4-9<br><br>Week 6<br>Week 10 |
| | 6. discuss a strategy to allow parent assistant teachers time to meet with the teacher during their scheduled work-time to clarify their role-responsibilities | 1. a. develop a plan to have a substitute during a portion of each class for teacher & new parent(s) to meet<br>b. implement plan<br>c. evaluate plan<br>d. continue or modify (Dropped from project)<br>(2. a. develop a schedule for video-taping class to use at parent meeting training<br>b. video class<br>c. decide what portions to use with parents<br>d. show video<br>e. evaluate parent learning Team decided not to use) | class team | Week 1-4<br><br>Week 4-6<br>Week 6<br>(Week 6-10 Dropped)<br>(Week 1-4<br><br>Week 4-6<br><br>Week 5-6<br>Week 6<br>Week 6 & 10 Team dropped) |

| OBJECTIVE: To increase knowledge of roles-responsibilities<br><br>STRATEGY:<br>b. Meet with Co-op Board at Summer meeting | ACTIVITIES<br><br>7. decide on format and content of Fall Orientations: New Parent & All Parents | OUTCOME<br><br>1. write an agenda for each meeting and training evaluation.<br>2. Conduct training at meetings<br>3. Parents evaluate training | PERSON RESPONSIBLE<br><br>class team and board | TIME FRAME<br><br>Weeks 1-2<br>Weeks 2-3<br><br>Weeks 2-3 & 10 |
|---|---|---|---|---|
| c. meet with class team | 8. to identify needs for training at parent meeting and/or individual training | 1. develop plan to meet class and individual needs<br><br>(Added: conduct training at<br>-Sept. parent meeting<br>-Oct. parent meeting) | class team | Week 4-5<br><br>Week 6<br>Week 10 |
| d. Meet with class team | 9. assess progress and direction for additional training | 1. develop method and content to meet class and individual needs.<br>2. implement<br>3. contact each parent by telephone | author & class team<br><br>author | Week 3, 4, 6, & 8<br><br>Weeks 4-10<br>after Week 6 |
| e. Meet with board | 10. share progress of class project | 1. determine training needs for Oct. Parent Meeting and any additional training<br>(2. develop training content Omitted: full agenda)<br>3. conduct training | author, & board | Week 8<br><br>(Week 9 omitted)<br>Week 10 |
| | 11. assess project | 1. conduct role-resp. survey | author | Week 10 |

OBJECTIVE:
Recommendations for future implementation to FLED and co-op

| STRATEGY: | ACTIVITIES | OUTCOME | PERSON RESPONSIBLE | TIME FRAME |
|---|---|---|---|---|
| 1. Meet with Dept. Chair. and Program Coordinator | 1. share information about what guidelines the coop needs from the college | (1. develop hand-out for co-op use<br>Postponed: information needed from conclusion of study) | (author | Week 7) |
| | 2. review process of project | 2. presentation to staff | author | (Week 9 change in staff to Week 8) |
| 2. Summarize information from project, make recommendations for use of information. | 1. prepare a written report | 1. distribute recommendations to FLED and to Co-op Board | author | (after Week 10 TBA Dec. Staff) |

## APPENDIX 3

## SAMPLE OF TRAINING MATERIALS

(In Order of Presentation)

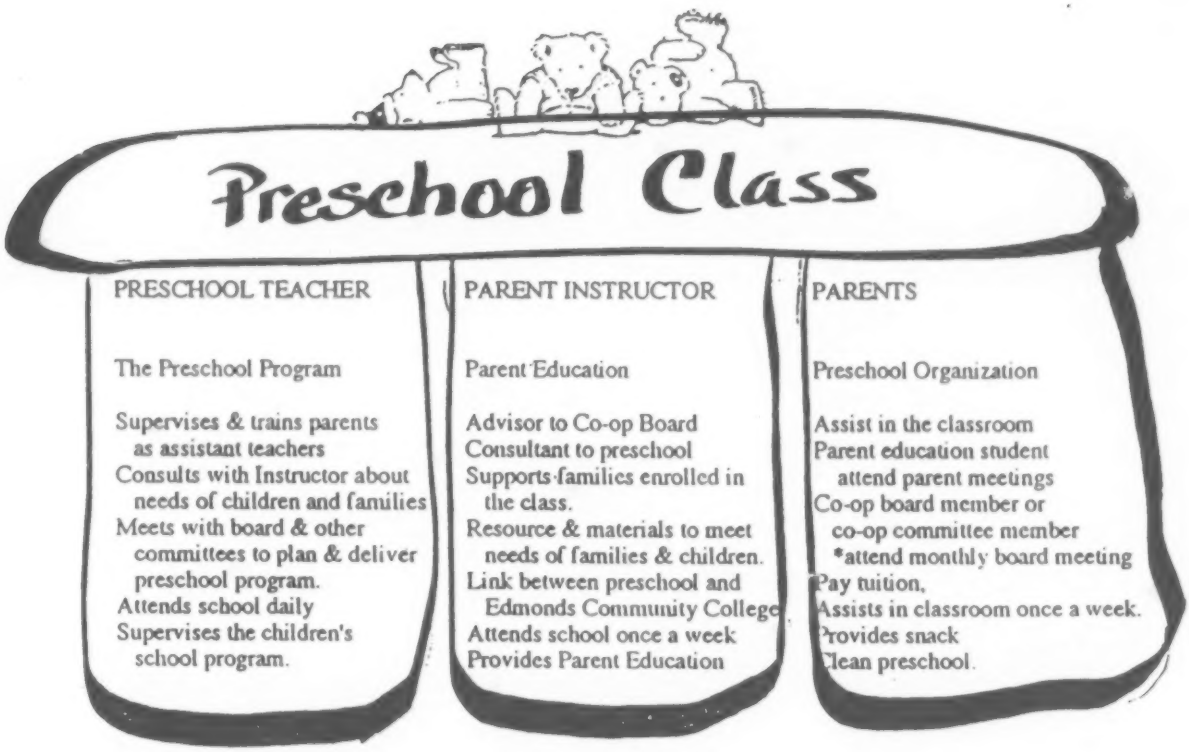
| | Prepared by: |
|---|---|
| 1. Preschool Organization | Author |
| 2. Parent Reports | Author |
| 3. Schedule & Information | Class Team |
| 4. Preschool Orientation | Tamara Piwen, Teacher |
| 5. Co-op Orientation | Marie Frauenheim, Instructor<br>Bellevue Community College |
| 6. Buddie Information | Author |
| 7. Orientation Evaluation | Co-op Board |

Edmonds Community College
Parent Education
Janyne Slabaugh, Instructor

**LYNWOOD MEADOWDALE**
**PARENT COOPERATIVE PRESCHOOL**

**3 Parts of the Preschool**

These three columns are represented in the 3-legged stool. It needs all three parts inorder to balance the child attending the preschool.
However, the three columns also inter-connect. For example, Parents interact in the areas listed under teacher and instructor.


Preschool Class
PRESCHOOL TEACHER
The Preschool Program
Supervises & trains parents as assistant teachers
Consults with Instructor about needs of children and families
Meets with board & other committees to plan & deliver preschool program.
Attends school daily
Supervises the children's school program.
PARENT INSTRUCTOR
Parent Education
Advisor to Co-op Board
Consultant to preschool
Supports families enrolled in the class.
Resource & materials to meet needs of families & children.
Link between preschool and Edmonds Community College
Attends school once a week
Provides Parent Education
PARENTS
Preschool Organization
Assist in the classroom
Parent education student attend parent meetings
Co-op board member or co-op committee member
*attend monthly board meeting
Pay tuition,
Assists in classroom once a week.
Provides snack
Clean preschool.

# PRESCHOOL ORGANIZATION

**Co-op Chair**

Conducts meetings

Attends to business details.

Appoints committees as needed ie. personnel, curriculum, grievance, etc.

Non-voting member

**Assistant Chair**

Sets-up co-op committees

Assists the Chair.

**Parent Coordinator**

Registration & orientation of all parents

Schedules parent work days

Contact for parent concerns regarding the preschool

Makes a class list

Connects individual classes to the co-op board.

**Co-op Treasurer**

Handles all co-op finances.

Prepares budget

Pays teacher salary, and taxes.

**Class Treasurers**

Assistant Treasurer

Collects class tuition

**Secretary**

Takes minutes

Handles correspondence

**Assistant Secy.**

Produces Newsletter monthly.

**Inter Co-op Council (I.C.C. Rep.)**

Attends ICC meetings

Connects our program to other co-ops

Connection to State OPE (Organization of Parent Education)

**Risk Management**

Follows insurance guidelines.

Reports all accidents to college.

**Fundraising**

Plans co-op fundraising auction, special sales, etc.

**Parent Instructor**

Advisor to the board

Non-voting member

**Preschool Teacher**

Relay class needs.

Non-voting member

**ALL TOGETHER:**

the co-op board gathers information from committees and parents in order to conduct the business of the preschool.

1. Plan and implement the preschool operations.
   - location
   - programs included in co-op
   - establish yearly calendar
   - hire and assist teacher
2. Make Recommendations to the Co-op Parent Meetings.





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## DAILY CLASS INFORMATION

Date:_____ Your name_____

_____ Liked doing in class today:
(Child's Name) 1.

2.

Requested for next class: Adults assisted child by:

1. 1.

2. 2.

(Please return to Janyne's file folder after your working day at preschool)

Date_____

Your Name_____

## WORKING PARENT REPORT

While assisting in the classroom **today**, I needed information about:
1.

2.

While assisting in the classroom **today**, I was confused with:
1.

2.

While assisting in the classroom **today**, I felt good about:
1.

2.

A suggestion to help the preschool is:

(Please return to Janyne's folder in file cabinet at the end of preschool.)

**PRESCHOOL SCHEDULE AND GENERAL INFORMATION**
**LYNNWOOD MEADOWDALE COOPERATIVE**
**Edmonds Community College Parent Education**

**Spruce Primary School, Room 19**
**17405 42nd Ave. W., Lynnwood, WA 98046**
**Phone: 670-7720**

Welcome to the Lynnwood Meadowdale Parent Cooperative Preschool team. It is our wish that you and your child will enjoy your experience, meet new friends, learn about lots of new and exciting things and just have lots of fun!

**Parking:** There is designated parking for the school and preschool parents in the front lot. Drop-off parking is designated in front of our classroom. There is a 10 minute limit. Please do not leave children in car unattended.

**Slow Start:** The first 2 days of class only 1/2 of the class will attend each day. The parent coordinator will schedule your slow start day. Children and parents move about the classroom freely, there will be no learning center assignments for parents for slow start.

**Sign In:** Please sign in on Parent Volunteer Sheet and Class Attendance Sheet.

**DAILY SCHEDULE**

| DAY | | |
|---|---|---|
| 2-3 | 4 | |
| 9:20 | 12:20 | **Arrival time:** Being on time is essential, not too early, not too late. The teacher needs her prep. time and the children need full benefit of their two hours at school. If working parents come late this leaves an area unattended.<br>**Hang up coats and put on name tags:** Name tags will be in a name tag box for your class. The name tags should be returned to the box at the end of class. It is the *child's choice* to wear their name tag. It helps to ask where they would like you to pin it. Please remember to wear yours too.<br>**Cubbies:** The children's names will be on their cubbies. Their art work will be placed in the cubby to be taken home. Please check every day. |

9:25 12:25 **Small Group Learning Centers:** Parents check assignment center chart. Please go there as soon as possible, the children are always anxious to start their activities. If the children want you to go with them to another area, tell them is your day to stay and work where you are. It helps to tell the child that they may go into any area they wish. If a child needs to go to the *bathroom*, check if there are others that need to go. Let an adult know that you are leaving your area and who is going to the bathroom. *Please have an adult cover your area or close the area.* The teacher tries to rotate parents in learning centers but on occasion may repeat an assignment because of parent schedule changes. Please let teacher know so you can be switched or if you prefer not working in an area due to other circumstances. We try to be flexible so parents are comfortable. **HINT:: If there are no children in your area stay busy in it. This tends to draw children to it.*
**Free Play:** Children move independently throughout the preschool classroom.

9:50 12:50 **Snack Parent:** Set-up for rotating snack in foyer. Main part of snack should be prepared at home. Please try to keep snacks nutritional and simple. Too many choices often lead to long snacks. Check off children's names from snack list when a child comes to snack. Have child wash hands and check allergy list which will be posted. 4 to 6 children at a time is a good number for the snack table. Start a waiting list for other children. Please visit with the children as they eat. Allow the children to do as much as possible for themselves. Give a *last call or last chance warning* to the children. No more needs to be said. When children are finished with snack, have them throw away their garbage. Remember, cooking projects are encouraged. We will occasionally have a *group snack*, check with the teacher. *About Birthdays:* the parent coordinator will set up a Birthday Snack schedule. You may serve a special snack.
**Snack parent sorts and puts away art in cubbies if time permits.

10:45 1:45 **Start Clean Up:** Everybody helps in cleaning up preschool. Children need to be encouraged to help in all areas. Try to make it fun and positive. Give ample warning: "Try and finish-up what you are doing, it's almost pick-it-up time."

11:05 12:05 **Circle Interaction & Music Time:** The time for circle may be shortened or lengthened depending on children's attention span. For circle to be successful, *all parents except possibly art parent need to be in circle.* Parents please focus on teacher and join in. The teacher depends on all of you to help the children by participating. If a child is having a hard time staying in circle and is disruptive to the class, they may go to the snack area to read a book or do a puzzle with a parent.

11:20 2:20 **Time to Leave:** Take off name tags (remember yours too) and place in box. Remove everything from cubbies. *Parents check your file for parent information.* If a parent needs to leave early let the teacher know before circle time begins. Parents coming to pick up children, *please come in through hallway door,* it is less disruptive for circle time. When you leave, use the outside door.

## GENERAL INFORMATION

**Discipline Policy & Parent's Role:** Parents are teacher assistants. Do not hesitate to step in when needed with another parent's child. However, try and look the other way at small infringements. Let the children work out their own problems if possible. Help children use their words. *Be positive.* Children are not allowed to hurt others, themselves, or equipment. We will discuss this policy, the parent's role, and individual situations in depth at up-coming orientation and parent meetings.

**Class Pet:** Please assist child(ren) at all times with our pet. More information about class pet at parent meeting.

**Safety:** If there is a safety issue, *fix it if possible.* If you can not, let the teacher know and contact the risk management committee.

**Siblings and visitors:** Please refer to the Co-op Parent Guide.

**Illness:** Please refer to the Co-op Parent Guide.

**School Closure:** Our co-op follows the Edmonds School District Calendar. Occasionally, weather conditions will close our program. Please refer to the Co-op Parent Guide for our current closure policy.

**Teacher:** Tamara Piwen
745-0935

**Instructors:** Sharon McConnachie, (4-day) 774-5865
Janyne Slabaugh, (3-day) 579-1749
Debbie Forrest (2-day) 334-7767

August, 1994

LYNNWOOD-MEADOWDALE COOPERATIVE PRESCHOOL

PRESCHOOL ORIENTATION

PHILOSOPHY:

Our preschool promotes learning and growth in a challenging and stimulating environment. We try meet individual child's needs and interests in all areas of his/her development. We value each child's individuality, creativity, and sense of exploration. The curriculum includes interactive activities in art, music, creative drama, science, and language. The adults enrich the program as they offer support, reinforcement, and guidance to the children. The children develop a positive self-esteem as they practice and master skills in all these learning areas.

The Adults- Interact with the children, and be open and responsive to the children's needs and interests. Always allowing the children to express their creativity, thoughts and feelings. Assisting and helping the teacher and other adults when needed.

The children- Children will participate in activities they enjoy and play in areas where they feel comfortable. Some children will participate in all areas. Others concentrate their energies in one specific area, gaining comfort and comfidence from repeating successful activities.

During preschool . . . .

Observe the children making choices, solving problems, interacting and exploring the environment. Many experiences are provided for at the different areas. Both child and adult can learn about themselves, the world, and each other.

Remember experience isn't simply the best teacher; it is the only teacher. To quote Jean Piaget [Early Childhood Master]

"Every time we teach a child something, we keep them from inventing it himself.... That which we allow him to discover by himself . . . will remain with him."

## BLOCK AND BUILDING AREA

. . . is where a child can:

* build spontaneously
* learn comcepts of larger, smaller, more and less
* lean to lift, carry, stack, sort, and classify by size
* learn property rights
* learn equivalence

. . . is where an adult can observe:

* problem solbing in social interactions
* how child handles disappointments
* cooperative play

Blocks are for building. Structures should be no higher then the shoulders. Allow children to overflow onto the red floor. Encourage the children to put away when finished. Reorganize area when possible.

## CREATIVE ART AREA

. . . is where a child can:

* freely express he/she feelings
* explore a variety of materials
* discover texture, color, size and shapes
* create something totally unique
* release tension
* feel comfident and independent

. . . is where an adult can observe:

* eye-hand coordination
* a child building self-esteem, independince, and creativity
* * the child who is content with the process * *

Children should wear aprons. They are free to create whatever they desire, and don't have to answer the question, "What is it?". Please remember to put the child's name, class day and carpool number. Give children a clean-up warning so they can finish what they are working on.

## HOUSEKEEPING AREA

. . . is where a child can:

* use dramatic play to master the meaning of adult behaviors
* role play anything he/she wants to
* Manipulate playdough by cutting, rolling, and tearing

. . . is where an adult can observe:

* which role a child usually takes
* language skills
* expression of feelings
* how a child perceives adult roles, offection, and assistance

Help children pick up at the end of the play period. Don't hesitate to "have Tea", talk on the phone, or be a visitor to the area.

## SENSORY TABLE

. . . is where a child can:

* relax and allow the senses to teach the properties of water, cornmeal, beans, etc.
* learn how to pour: using cups, pitchers, and funnels
* learn words that express what they are experiencing: wet, dry, empty, full, warm, cold, etc.
* Learn about weight, quanity, and capacity
* be soothed by the experience.

. . . is where an adult can observe:

* how a child learns; whether by looking, doing it over and over, or concentrating intensely
* how a child relaxes
* when a child seeks out the solitary experience

May need to limit to 4 or 5 children. The substance in the table needs to stay in the table. Too many items in the table makes it difficult to experiment.

## LARGE MUSCLE AREA

. . . is where a child can:

* discover safe use of the body on the climbing equipment
* find release for tension and energy
* find the courage to try by observing others slide and climb
* develop large muscle coordination
* interact with their peers

. . . is where an adult can observe:

* how a child approaches a physical challenge
* skills a child is developing: body control, balance, independence
* spatial concepts: under, up, through, between, down
* social interaction and dramatic play

Children do only what they can do themselves without adult help. Adult should be present at all times. When outside encourage other activities besides bikes. A Car Wash, Kite Flying, running and jumping, Auto Repair, etc. Outdoor Play should be an extension of indoor activities. Climber- use your own personal comfort level as to how many children you can watch safely on climber childs skill level does play into the safety issue. No jumping off climber. Do not place children on clomber unless he can do it for himself. YOu can direct children how to and where to put their feet and hands to be successful.

## TABLE TOYS

. . . is where a child can:

* begin to interact with one another
* develop eye-hand coordination by pounding pegs
* learn problem-solving by putting puzzles together
* learn to classify with sorting beads by size and shape
* learn to wait a turn when playing bourd games

. . . is where an adult can observe:

* new skills developing: pounding, sorting, threading, stacking and classifying
* pride in accomplishment
* when a child seeks adult help
* social divelopment: children ineract with one another

Table toys and puzzles stay at the designated area. When help is needed, suggest rather than do. Help keep the area uncluttered by encouraging children to put away when finished. Utilize your time when children not attending to reorganize area. This will draw children to the area.

## SNACK TIME

. . . is where a child can:

* discover taste, textures, color, temperatures, and sense of smell
* make choices about foods offered
* gain language as new foods are discussed
* learm to measure, roll, cut, beat, and spread by helping prepare
* be a part of a social group time

. . . is where an adult can observe:

* how a child approaches a new experience
* influences on a child's eating habits: textute, what a neighbor eats, color, what the parent eaas and the time of day

### Rotating and Group Snack

TRotation snack is an ongoing activity that allows for greater flexibility and time during free choice activities. The snack parent has snack divided by choice activities. The snack to serve themselves, pour their own water, clean up spills and throw away their things when finished. Parent needs to have basic snack prepared before preschool if possible. Check off child's name on snack list. Announce "Last Chance" before conclusion of snack time. Snack parent needs to make sure that garbage is placed out in the hall in the Afternoon Class and Friday Morning Class.

(Two-Day Class has snack helper)

Group Snack is when all children sit and have snack at the tables together. Parents Usually has own child at their table. Children are sent up one at a time to get part of snack.

Snack Time can be a very special time to get to know the children. It is a great time to encourage language development. YOU can have ineresting comverstions about anythoing the children want to talk about.

## MOVEMENT AND MUSIC

. . . iswhere a child can:

*express feeling through sound and motion
* develop auditory memory by learning simple rhymes
* feel a sense of community in a group music experience
* clap, stamp, march, chant, whirl, and sing

. . . is where an adult can observe:

* the coordination of bldy movement to sound
* memory as evidenced by recognition of favorite tunes
* how a child appreciates music (by observing, imitating, moving and listening)
* the ability to listen and respond

children can use child record player and the instruments. (may need instruction) Work with children in helping to use them gently and softly. Play and get invloved with the instruments yourself/ This will extend experience.

Dancing can be done with scarves. Children enjoy free dance expression. A parent participating increases enjoyment.

Other Preschool Areas . . .

Science Table: The table will have an ever changing collection of objects. Everytheing will be child safe so independent exploring is encouraged.
The Cavy (Guinea Pig) Will need adult to get out of cage and to return it. Do not leave child un-attended when they are holding the animal. Children may share appropriate snack food.

Library: Children may look and read books as they wish. This is a quiet areaa at school. Housekeeping Parent may read books in the library will able. Encourage children to only pick a few books at a time.

Carpentry: Hammers, saws and files can be used on wood pieces. Only 2 or 3 children at a time and and adult in attendance/. Clamps can be used to hold wood. Goggles should be worn for safety.

CIRCLETIME PHILOSOPHY
&
GUIDELINES

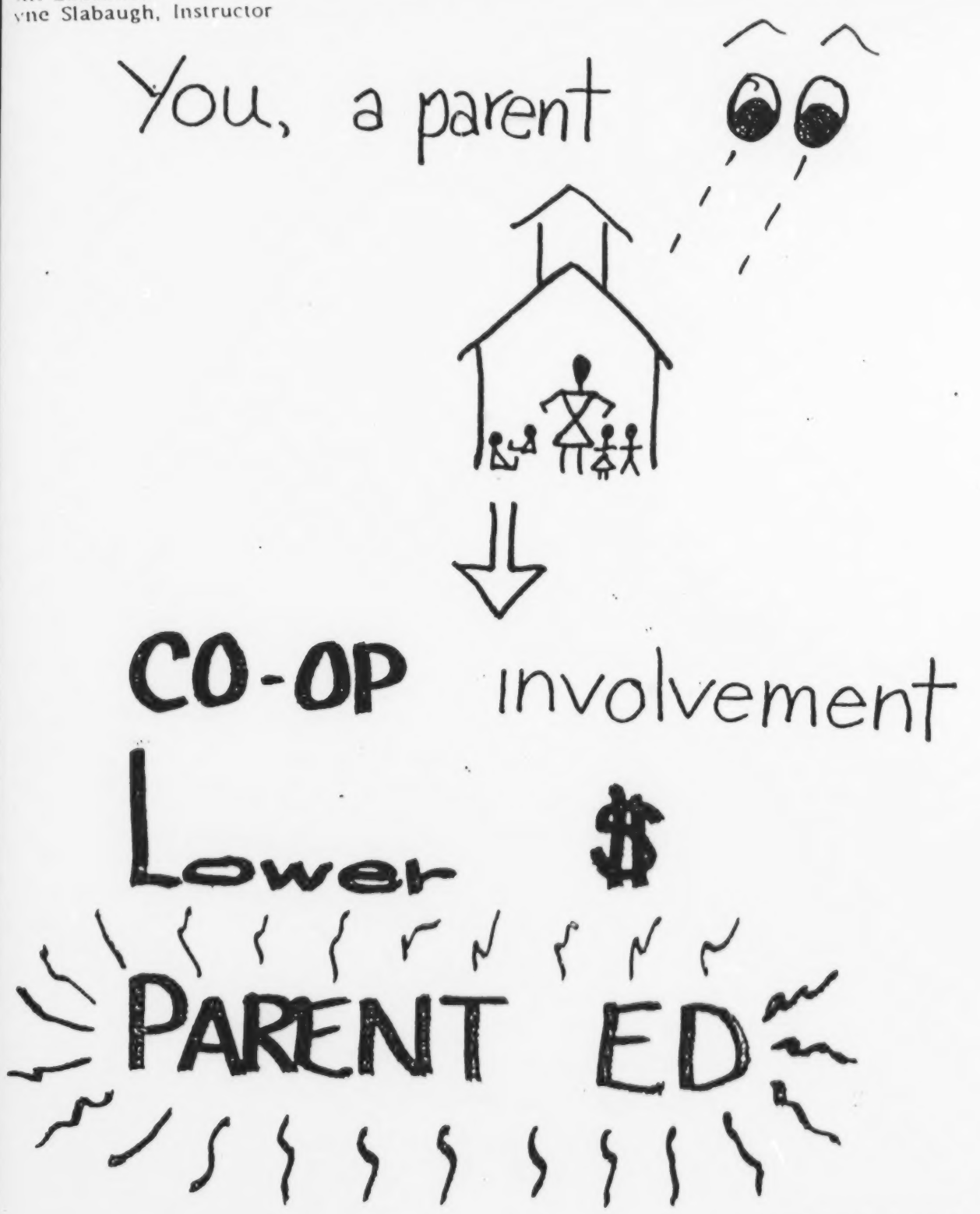
Circletime invloves many aspects of the developmental process. This includes making choices, decisions, interacting with the teacher, friends and parents, using their imagination, cognitive thinking, improving their vocabulary and using new words and understanding their meaning, sharing their thoughts and ideas, learning how to listen, taking turns & assimulating information and using it in their comversations, learning new rules, self-control, taking directions, new physical skills and building on their overall self-esteem and self-confidence.

This is the ultimate social situation, it carries with it the most stress as well as the most rewards group dynamic situations are ever changing and we as parents and teachers need to be flexible and understanding in order to insure that each and every child feels valuable and accepted for themselves.

This process takes place over the 3 years of the childrens invlvement with our program. The process begins with the 2-day where the children become adjusted to circletime. Our philosophy is to keep their interest as a group matching with their attention span, prolonging it slowly to increase their attention span- this is also dependent upon group dynamics. We plan our circletime process to include individual needs as well as group needs and move this on onto the year as well as 3&4 day groups. The philosophy encompasses the idea the children need to own a good extent of circletime. That's shy for the most part children are free to choose where they sit, add their comments to the group freely etc.

GUIDELINES

- All parents should be in circle except for creative & snack parents.
-Parents should participate in circle it serves as a good role model for the children.
- Encourage children to join in.
- If children disrupt circle they may be told they have a choice to come to circle or go for some quiet time in library with a parent, but the toys are all put away for now.
- Parents please remember your childs sharing day or talk to me about make up days.
- I am available also for individual sharing.
- If children are sitting quietly please recognize their efforts with positive statements.
- We may shorten or lengthen circle depending on cheldrens interest or ability to handle circle.

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WASHINGTON STATE

You are student

Edmonds Community College

Vocational Instruction

1. **PARENT EDUCATION**

DIVISION: Health + Human Services

DEPARTMENT: Family Life Education (FLE)

2. OTHER VOCATIONAL TRAINING

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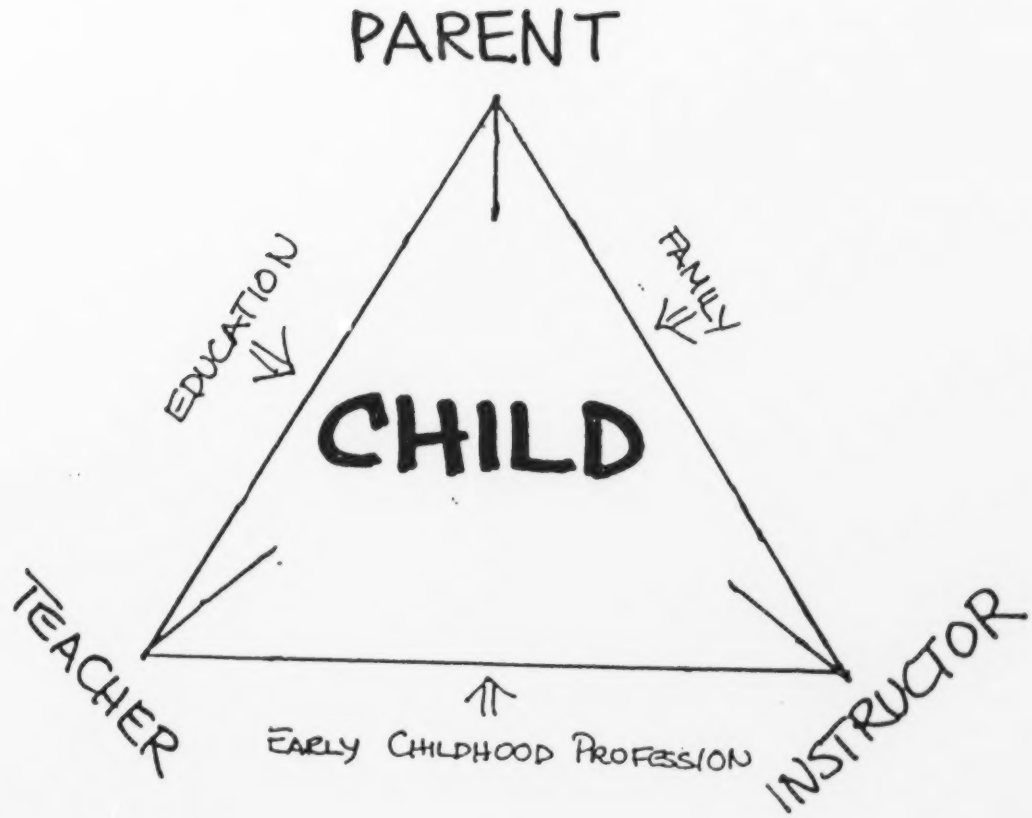
? ? ? ? ?

# WHAT'S IMPORTANT

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Marie Frauenheim
Parent Education
Bellevue Community College

"BUDDIES"

Thank you for agreeing to be a "buddy" to a newcomer to our co-op.

Hopefully, you will have an opportunity to get to know someone new to our program while at the same time sharing your experience.

Here are a few guidelines to help you as you initiate conversations with your "buddy."

1. Try to contact your buddy after their first experience assisting in the classroom.

2. Ask how it went and if there was anything confusing that you might be able to help them with.
   a. Remember it can be more helpful to listen than to give advice.
   b. Your purpose is to support and assist understanding of how our co-op functions. not to judge or evaluate how your "new buddy" did.

3. If you are not sure how to respond or who to direct questions,
   call Janyne--579-1749
   Becky 742-7760
   Tamara 745-0935

4. Try to contact your "New Buddy" weekly for the first few weeks of school.

Janyne

NEW BUDDIES

Welcome to Lynwood Meadowdale Co-op. Hopefully you will find through our "buddy system" a friend and answers to questions you will have as a newcomer to our program. This is our first year trying a "buddy system" and your ideas to expand and/or make it more helpful to newcomers are appreciated.

Your "buddy" has volunteered to be a buddy and has been given general guidelines to help you.

1. Expect a call shortly after your first day assisting in the classroom.

2. Please feel free to initiate a call to your "buddy" if you have a question or concern.
   **However,** buddies are not meant to replace your contacting the teacher, instructor, or parent coordinator.
   call Janyne--579-1749
   Becky 742-7760
   Tamara 745-0935

3. Expect your buddy to listen and perhaps direct you to another member of the co-op to answer questions. Your "buddy" has had experience in the co-op and will probably have ideas for any questions you may have.

Most importantly, our hope is that you will meet another member of our co-op!

Janyne



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Orientation & Tea
Questionaire

1. What did you like that helped you the most during the teas and orientation?

friendly atmosphere

2. What would you like included in the teas and orientation?

perhaps more get to know you games. Those were fun!

3. What would you like excluded ?

nothing

Please designate whether you are a returning or new parent. returning parents.

These forms can be put in Tamara's file after completion.

Thank you !

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## APPENDIX 4

## Sample Survey

# Final Survey

A. I took this survey in September before preschool began. Yes No (circle your answes)

B. Please circle which information evenings you attended: Orientation Tea at Becky's Home
New Parent Orientation in the Preschool Classroom
Co-op Orientation in the Library

Please rank who is responsible for the following co-op preschool tasks.
You can give the same rank to more than one category.

1. most responsible
2. some responsibility
3. little responsibility
4. no responsibility
5. I do not know.

| | Preschool Teacher (T) | Parent Ed. Instructor (I) | Parent Coordinator (PC) | Co-op Chair (CC) | Co-op Board (CB) | Parent(s) (P) | Other (Please Indicate) |
|---|---|---|---|---|---|---|---|
| 1. Who is responsible for training parents to function as assistant teachers? | T | I | PC | CC | CB | P | other |
| 2. Who is responsible for being a liaison between our class and the co-op board? | T | I | PC | CC | CB | P | other |
| 3. Who is responsible for being a liaison between our class and the college? | T | I | PC | CC | CB | P | other |
| 4. Who is responsible for monthly cleaning of the classroom? | T | I | PC | CC | CB | P | other |
| 5. Who is responsible for clean-up during preschool? | T | I | PC | CC | CB | P | other |
| 6. Who is responsible for the redirection of classroom activity when the children's behavior is not appropriate? | T | I | PC | CC | CB | P | other |
| 7. Who is responsible for helping parents learn their roles-responsibilities in the co-op? | T | I | PC | CC | CB | P | other |
| 8. Who is responsible for helping parents learn their roles-responsibilities in the classroom? | T | I | PC | CC | CB | P | other |
| 9. Who is responsible for establishing the preschool's calendar? | T | I | PC | CC | CB | P | other |
| 10. Who is responsible for communicating changes in the daily schedule? | T | I | PC | CC | CB | P | other |
| 11. Who is responsible for planning the children's preschool curriculum? | T | I | PC | CC | CB | P | other |
| 12. Who is responsible for providing materials to interest and challenge the children? | T | I | PC | CC | CB | P | other |
| 13. Who is responsible for showing parents how to interact with children in the classroom? | T | I | PC | CC | CB | P | other |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 14. If parents have questions about the co-op, who is responsible for referring parents to the teacher, instructor, or appropriate co-op committee member? | T | I | PC | CC | CB | P | other |
| 15. Who is responsible to act as a liaison between the parents and the teacher? | T | I | PC | CC | CB | P | other |
| 16. Who is responsible to act as a liaison between the parents and the instructor? | T | I | PC | CC | CB | P | other |
| 17. Who is responsible for ongoing orientation of parents? | T | I | PC | CC | CB | P | other |
| 18. Who is responsible for consulting with parents about school progress of their child? | T | I | PC | CC | CB | P | other |
| 19. Who is responsible for filling out preschool forms for accidents occurring at school? | T | I | PC | CC | CB | P | other |
| 20. Who is responsible for hiring the preschool teacher? | T | I | PC | CC | CB | P | other |
| 21. Who is responsible for supervising the preschool teacher? | T | I | PC | CC | CB | P | other |
| 22. Who is responsible for relaying information regarding children's behavior to the next assisting teachers? | T | I | PC | CC | CB | P | other |
| 23. Who is responsible for offering parents guidance in interpreting behavior, growth, and development of the children? | T | I | PC | CC | CB | P | other |
| 24. Who is responsible for relaying to the preschool any special needs of a child? | T | I | PC | CC | CB | P | other |

25. Please circle the number of years you have been involved in the Lynwood Meadowdale Co-op.

none | less than 1 year | 1-2 years | 2-3 years | 3-4 years | 4-5 years | more than 5 years

26. If previously in the co-op, circle the class(es) you were involved with:

2 day | 3 day | 4 day

28. Are you a member of the preschool board? yes no

29. List other parent-child programs have you been involved in:

30. Please circle your level of agreement with this statement:

I understand how roles-responsibilities inter-relate in the parent co-op preschool.

Strongly agree | Agree | Undecided | Disagree | Strongly disagree

31. Any comments:

**Thank you for participating!**

"Janyne

# APPENDIX 5

## SURVEY RESULTS
## NEW PARENTS

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## New Parent Roles-Responsibilities Surveys

M= Most, S= Some, N= Little or none

| Pre (B) N=7<br>Post (A) N=6<br>(Results in %) | | Preschool Teacher (T) | | | Parent Ed. Instructor (I) | | | Parent Coordinator (PC) | | | Co-op Chair (CC) | | | Co-op Board (CB) | | | Parent(s) (P) | | | Other (Please Indicate) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **QUESTION:** | | M | S | N | M | S | N | M | S | N | M | S | N | M | S | N | M | S | N | M | S | N |
| 1. Who is responsible for training parents to function as assistant teachers? | B | 57 | - | - | 43 | - | - | - | 29 | - | - | - | - | - | - | - | - | - | - | | | |
| | A | 100 | - | - | 17 | 50 | - | - | - | 17 | - | - | 17 | - | - | 17 | 17 | - | - | | | |
| 2. Who is responsible for being a liaison between our class and the co-op board? | B | - | - | - | - | - | - | 43 | - | - | 43 | - | - | - | - | - | 14 | 14 | - | | | |
| | A | - | 17 | 17 | 17 | - | - | 83 | - | - | 17 | - | 17 | - | 17 | - | - | - | - | | | |
| 3. Who is responsible for being a liaison between our class and the college? | B | - | - | - | 71 | - | - | - | - | - | 14 | - | - | - | 14 | - | - | - | - | 14 | - | -(a) |
| | A | - | 17 | 17 | 50 | 17 | - | - | 0 | 17 | - | - | 17 | 17 | - | 17 | - | 11 | - | 33 | - | - |
| 4. Who is responsible for monthly cleaning of the classroom? | B | - | 14 | - | - | - | - | - | - | - | - | - | - | - | - | - | 71 | 14 | - | | | |
| | A | - | 17 | 17 | - | - | 17 | 17 | - | - | - | - | 17 | - | - | 17 | 100 | - | - | | | |
| 5. Who is responsible for clean-up during preschool? | B | 14 | 14 | - | - | - | - | 14 | - | - | - | - | - | - | - | - | 71 | 14 | - | 14 | - | -(b) |
| | A | - | 33 | 17 | - | - | 17 | - | - | 17 | - | - | 17 | - | - | 17 | 100 | - | - | 17 | - | - |
| 6. Who is responsible for the redirection of classroom activity when the children's behavior is not appropriate? | B | 86 | 14 | - | 14 | - | - | 29 | - | - | 14 | - | - | 14 | - | - | 57 | 14 | - | | | |
| | A | 100 | - | - | 17 | - | - | - | - | 17 | - | - | 17 | - | - | 17 | 5- | 33 | - | | | |
| 7. Who is responsible for helping parents learn their roles-responsibilities in the co-op? | B | 14 | 14 | - | 29 | 14 | - | 86 | - | - | 14 | - | - | - | - | - | - | 14 | - | | | |
| | A | 17 | 33 | 17 | 50 | 17 | 17 | 67 | 17 | - | - | - | 17 | - | - | 17 | 17 | - | - | | | |
| 8. Who is responsible for helping parents learntheir roles-responsibilities in the classroom? | B | 43 | - | - | 24 | - | - | 43 | 14 | - | - | - | - | - | - | - | 29 | - | - | | | |
| | A | 83 | - | - | 33 | 17 | - | 17 | 17 | 17 | - | - | 17 | - | - | 17 | 17 | - | - | | | |
| 9. Who is responsible for establishing the preschool's calendar? | B | 29 | 14 | - | - | 29 | - | - | 14 | - | 14 | - | - | 29 | 14 | - | 14 | 14 | - | | | |
| | A | 50 | 17 | - | - | - | 17 | - | - | 17 | - | - | 17 | 33 | - | 17 | 17 | 17 | - | | | |

Chart Notes: (a)=ICC Rep. (b)= Children

(table continues)

M= Most, S= Some, N= Little or none

| Pre test = B (N=7)<br>Post test = A (N=6)<br>Results in % | | Preschool Teacher (T) | | | Parent Ed. Instructor (I) | | | Parent Coordinator (PC) | | | Co-op Chair (CC) | | | Co-op Board (CB) | | | Parent(s) (P) | | | Other (Please Indicate) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **QUESTION:** | | M | S | N | M | S | N | M | S | N | M | S | N | M | S | N | M | S | N | M | S | N |
| 10. Who is responsible for communicating changes in the daily schedule? | B | 14 | - | - | 14 | - | - | 57 | 14 | - | -14 | - | - | - | - | - | 14 | 14 | - | | | |
| | A | 75 | - | - | 17 | 17 | - | 17 | - | 17 | - | - | 17 | - | - | 17 | - | - | - | | | |
| 11. Who is responsible for planning the children's preschool curriculum? | B | 71 | - | - | 14 | 14 | - | 29 | - | - | 29 | - | - | 29 | - | - | 29 | 14 | - | | | |
| | A | 100 | - | - | - | 17 | 17 | - | - | 17 | - | - | 17 | 17 | - | 17 | 17 | 17 | - | | | |
| 12. Who is responsible for providing materials to interest and challenge the children? | B | 100 | 14 | - | 14 | 14 | - | 14 | - | - | 14 | - | - | 29 | - | - | 29 | 14 | - | | | |
| | A | 100 | - | - | 17 | - | - | - | - | 17 | - | - | 17 | 17 | - | 17 | 33 | - | - | | | |
| 13. Who is responsible for showing parents howto interact with children in the classroom? | B | 57 | 14 | - | 86 | 29 | - | 14 | - | - | 14 | - | - | 14 | - | - | 29 | 14 | - | | | |
| | A | 83 | - | - | 67 | 33 | - | - | - | 17 | - | - | 17 | - | - | 17 | - | - | - | | | |
| 14. If parents have questions about the co-op,who is responsible for referring parents to the teacher, instructor, or appropriate co-op committee member? | B | - | - | - | 14 | - | - | 71 | - | - | - | 14 | - | 14 | 14 | - | 14 | 14 | - | | | |
| | A | 17 | 17 | - | 17 | 17 | - | 100 | - | - | - | - | 17 | - | - | 17 | 17 | - | - | | | |
| 15. Who is responsible to act as a liaison between the parents and the teacher? | B | - | - | - | 57 | - | 14 | 29 | 14 | - | 29 | - | - | - | - | - | - | - | - | | | |
| | A | 17 | - | - | 17 | 17 | 17 | 83 | - | - | - | - | 17 | - | - | 17 | 17 | - | - | | | |
| 16. Who is responsible to act as a liaison between the parents and the instructor? | B | 14 | 14 | - | 14 | - | - | 57 | - | 14 | 29 | - | - | - | - | - | - | - | - | | | |
| | A | 33 | - | - | - | - | 17 | 50 | - | - | - | - | 17 | - | - | 17 | 17 | - | - | | | |
| 17. Who is responsible for ongoing orientation of parents? | B | - | 14 | - | 29 | 14 | - | 57 | 14 | - | 29 | 14 | - | -14 | - | - | - | - | - | | | |
| | A | 50 | - | - | - | - | - | 50 | 33 | - | 17 | - | - | - | - | - | - | - | - | | | |
| 18. Who is responsible for consulting with parents about school progress of their child? | B | 86 | 14 | - | - | 29 | - | - | 14 | - | - | 14 | - | - | - | - | - | - | - | | | |
| | A | 67 | - | 17 | 33 | - | - | - | 17 | - | - | - | 17 | - | - | 17 | 17 | - | - | | | |

(chart continues)

M= Most, S= Some, N= Little or none

| Pre-Test = B (N=7)<br>Post Test= A (N=6)<br>Results in % | | Preschool Teacher (T) | | | Parent Ed. Instructor (I) | | | Parent Coordinator (PC) | | | Co-op Chair (CC) | | | Co-op Board (CB) | | | Parent(s) (P) | | | Other (Please Indicate) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **QUESTION:** | | M | S | N | M | S | N | M | S | N | M | S | N | M | S | N | M | S | N | M | S | N |
| 19. Who is responsible for filling out preschool forms for accidents occurring at school? | B | 71 | - | - | 14 | 14 | - | - | - | - | - | - | - | - | - | - | 14 | - | - | | | |
| | A | 33 | - | - | - | - | 17 | - | - | 17 | - | - | 17 | - | - | 17 | 100 | - | - | | | |
| 20. Who is responsible for hiring the preschool teacher? | B | - | - | - | 14 | 14 | - | - | - | - | - | - | - | 71 | - | - | 29 | - | - | | | |
| | A | - | - | 17 | - | - | - | - | - | 17 | 17 | - | - | 100 | - | - | 17 | - | - | | | |
| 21. Who is responsible for supervising the preschool teacher? | B | - | - | - | 43 | 14 | - | 14 | - | - | 29 | 14 | - | 57 | - | - | 29 | 14 | - | | | |
| | A | 17 | - | - | 33 | - | - | - | - | 17 | - | - | 17 | 50 | - | 17 | 33 | - | - | | | |
| 22. Who is responsible for relaying information regarding children's behavior to the next (day's) assisting teachers? | B | 43 | 14 | - | - | 14 | - | 29 | 14 | - | - | - | - | - | - | - | 29 | 14 | - | | | |
| | A | 83 | - | - | - | - | 17 | 17 | - | - | - | - | - | - | - | - | 33 | - | - | | | |
| 23. Who is responsible for offering parents guidance in interpreting behavior, growth, and development of the children? | B | 57 | - | - | 47 | 29 | - | - | - | - | - | - | - | - | - | - | - | 14 | - | | | |
| | A | 50 | 17 | - | 83 | 17 | - | - | - | 17 | - | - | 17 | - | - | 17 | 17 | - | - | | | |
| 24. Who is responsible for relaying to the preschool any special needs of a child? | B | 14 | - | - | 14 | - | - | - | - | - | - | - | - | - | - | - | 86 | - | - | | | |
| | A | - | - | 17 | 17 | - | - | - | - | 17 | - | - | 17 | - | - | 17 | 83 | - | 17 | | | |

# APPENDIX 6

## SURVEY RESULTS
## RETURNING PARENTS

## Returning Parent Roles-Responsibilities Surveys

M= Most, S= Some, N= Little or none

| Before (B) N=10 After (A) N=9 (Results in %) | | Preschool Teacher (T) | | | Parent Ed. Instructor (I) | | | Parent Coordinator (PC) | | | Co-op Chair (CC) | | | Co-op Board (CB) | | | Parent(s) (P) | | | Other (Please Indicate) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **QUESTION:** | | M | S | N | M | S | N | M | S | N | M | S | N | M | S | N | M | S | N | M | S | N |
| 1. Who is responsible for training parents to function as assistant teachers? | B | 90 | - | - | 10 | 40 | - | - | 30 | - | - | 10 | 10 | - | - | - | - | 10 | - | | | |
| | A | 78 | 11 | - | 11 | 33 | - | - | 33 | - | - | 11 | - | - | 22 | - | - | - | - | | | |
| 2. Who is responsible for being a liaison between our class and the co-op board? | B | - | 10 | - | - | - | - | 100 | - | - | - | - | - | - | - | - | - | 10 | - | | | |
| | A | - | 22 | - | 11 | 22 | - | 89 | - | - | - | 22 | - | - | 11 | - | - | - | - | | | |
| 3. Who is responsible for being a liaison between our class and the college? | B | - | - | - | 50 | - | - | 10 | 10 | - | 20 | 10 | - | - | - | - | - | - | - | 20 | - | -(a) |
| | A | - | 11 | - | 56 | - | - | - | 11 | - | - | 11 | - | - | - | - | - | 11 | - | 44 | 11 | - |
| 4. Who is responsible for monthly cleaning of the classroom? | B | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 100 | - | - | | | |
| | A | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 100 | - | - | | | |
| 5. Who is responsible for clean-up during preschool? | B | - | 20 | - | - | - | - | - | - | - | - | - | - | - | - | - | 100 | - | - | - | - | - |
| | A | - | 11 | - | - | - | - | - | - | - | - | - | - | - | - | - | 100 | - | - | 11 | - | -(b) |
| 6. Who is responsible for the redirection of classroom activity when the children's behavior is not appropriate? | B | 70 | 10 | - | - | 20 | - | - | - | - | - | - | - | - | 10 | - | 40 | 30 | - | | | |
| | A | 67 | 22 | - | - | - | - | - | - | - | - | - | - | - | - | - | 44 | 44 | - | | | |
| 7. Who is responsible for helping parents learn their roles-responsibilities in the co-op? | B | 20 | 50 | - | - | 20 | - | 80 | - | - | 20 | 10 | - | - | - | - | - | 10 | - | | | |
| | A | - | 44 | - | - | 22 | - | 78 | - | - | 22 | 22 | - | - | 44 | - | - | - | - | | | |
| 8. Who is responsible for helping parents learntheir roles-responsibilities in the classroom? | B | 70 | - | - | - | 40 | - | 30 | 60 | - | - | - | - | - | - | - | - | 11 | - | | | |
| | A | 66 | 22 | - | - | 44 | - | 33 | 44 | - | - | - | - | - | 22 | - | - | 22 | - | | | |
| 9. Who is responsible for establishing the preschool's calendar? | B | 60 | 10 | - | - | 20 | - | 10 | - | - | - | 10 | - | 30 | - | - | - | 10 | - | | | |
| | A | 33 | 22 | - | - | - | - | - | - | - | 11 | 11 | - | 44 | 22 | - | - | 11 | - | | | |

Notes: a= ICC Rep b= Children

(chart continues)

M= Most, S= Some, N= Little or none

| Before (B) N=10 After (A) N=9 (Results in %) | | Preschool Teacher (T) | | | Parent Ed. Instructor (I) | | | Parent Coordinator (PC) | | | Co-op Chair (CC) | | | Co-op Board (CB) | | | Parent(s) (P) | | | Other (Please Indicate) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **QUESTION:** | | M | S | N | M | S | N | M | S | N | M | S | N | M | S | N | M | S | N | M | S | N |
| 10. Who is responsible for communicating changes in the daily schedule? | B | 90 | - | - | - | - | - | - | 20 | - | - | - | - | - | - | - | - | - | - | 10 | - | -(c) |
| | A | 89 | - | - | - | - | - | 11 | 22 | - | - | - | - | - | 11 | - | - | 22 | - | - | 11 | - |
| 11. Who is responsible for planning the children's preschool curriculum? | B | 90 | - | - | - | 20 | - | - | 10 | - | - | - | - | - | - | - | - | 30 | - | 10 | - | -(d) |
| | A | 100 | - | - | - | 22 | - | - | - | - | - | - | - | - | - | - | 11 | 22 | - | 11 | 22 | - |
| 12. Who is responsible for providing materials to interest and challenge the children? | B | 100 | - | - | - | 30 | - | - | - | - | - | - | - | - | - | - | - | 30 | - | - | - | - |
| | A | 100 | - | - | - | 11 | - | - | - | - | - | - | - | - | 11 | - | - | 11 | - | 11 | - | -(d) |
| 13. Who is responsible for showing parents howto interact with children in the classroom? | B | 100 | - | - | 10 | 40 | - | - | 10 | - | - | - | - | - | - | - | - | 30 | - | | | |
| | A | 89 | 89 | - | 22 | 44 | - | - | - | - | - | - | - | - | - | - | - | 44 | - | | | |
| 14. If parents have questions about the co-op, who is responsible for referring parents to the teacher, instructor, or appropriateco-op committee member? | B | 10 | 10 | - | - | - | - | 90 | 10 | - | - | - | - | - | - | - | - | - | - | | | |
| | A | - | 22 | - | - | 22 | - | 89 | - | - | - | 11 | - | - | 11 | - | - | 11 | - | | | |
| 15. Who is responsible to act as a liaison between the parents and the teacher? | B | - | - | - | 20 | 20 | - | 70 | - | - | - | - | - | - | 10 | - | 10 | - | - | | | |
| | A | - | - | - | - | 33 | - | 89 | - | - | - | 11 | - | - | 11 | - | - | - | - | | | |
| 16. Who is responsible to act as a liaison between the parents and the instructor? | B | 10 | 50 | - | 10 | - | - | 70 | - | - | - | 10 | - | - | 10 | - | 10 | - | - | | | |
| | A | 33 | 22 | - | 11 | - | - | 89 | - | - | 11 | - | - | - | 11 | - | - | - | - | | | |
| 17. Who is responsible for ongoing orientation of parents? | B | 20 | 20 | - | 10 | 10 | - | 70 | 10 | - | - | 10 | - | - | - | - | - | 10 | - | | | |
| | A | 11 | 44 | - | 11 | 11 | - | 55 | 22 | - | 11 | 11 | - | - | 22 | - | - | - | - | | | |
| 18. Who is responsible for consulting with parents about school progress of their child? | B | 90 | - | - | 1 | 6 | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| | A | 89 | 11 | - | 33 | 33 | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |

Notes: (c)= Telephone Committee (d)= Curriculum Committee (e)=Risk Management Chair (f)=Person Observing (Chart Continues)

M= Most, S= Some, N= Little or none

| Before (B) N=10 After (A) N=9 (Results in %) | | Preschool Teacher (T) | | | Parent Ed. Instructor (I) | | | Parent Coordinator (PC) | | | Co-op Chair (CC) | | | Co-op Board (CB) | | | Parent(s) (P) | | | Other (Please Indicate) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **QUESTION:** | | M | S | N | M | S | N | M | S | N | M | S | N | M | S | N | M | S | N | M | S | N |
| 19. Who is responsible for filling out preschool forms for accidents occurring at school? | B | 30 | 10 | - | - | - | - | - | - | - | - | - | - | - | - | - | 8 | - | - | 1 | - | -(e) |
| | A | 11 | 33 | - | - | - | - | - | - | - | - | - | - | - | 22 | - | 79 | 22 | - | 33 | - | -(f) |
| 20. Who is responsible for hiring the preschool teacher? | B | - | - | - | - | - | - | - | - | - | 20 | 10 | - | 50 | 10 | - | 30 | - | - | 10 | - | -(g) |
| | A | - | - | - | - | - | - | - | - | - | - | 22 | - | 78 | 11 | - | - | 1 | - | 22 | 11 | - |
| 21. Who is responsible for supervising the preschool teacher? | B | - | - | - | 20 | - | - | - | - | - | 20 | 30 | - | 20 | 40 | - | 50 | 10 | - | | | |
| | A | - | - | - | - | 33 | - | - | 11 | - | 11 | 33 | - | 78 | 11 | - | 33 | 11 | - | | | |
| 22. Who is responsible for relaying information regarding children's behavior to the next assisting teachers? | B | 50 | - | - | - | 20 | - | - | - | - | - | - | - | - | - | - | 20 | - | - | 22 | - | -(h) |
| | A | 33 | 22 | - | - | 22 | - | 11 | - | - | - | - | - | - | - | - | 66 | 11 | - | - | - | - |
| 23. Who is responsible for offering parents guidance in interpreting behavior, growth, and development of the children? | B | 30 | 30 | - | 80 | 20 | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| | A | 33 | 44 | - | 78 | 11 | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| 24. Who is responsible for relaying to the preschool any special needs of a child? | B | - | - | - | - | 10 | - | - | - | - | - | - | - | - | - | - | 100 | - | - | | | |
| | A | 11 | 22 | - | - | 22 | - | 33 | 11 | - | - | - | - | 11 | - | - | 56 | - | - | | | |

Notes: (e)= Risk Management Chair (f)= Observing Parent (g)= Personel Committee (h)= No Answer